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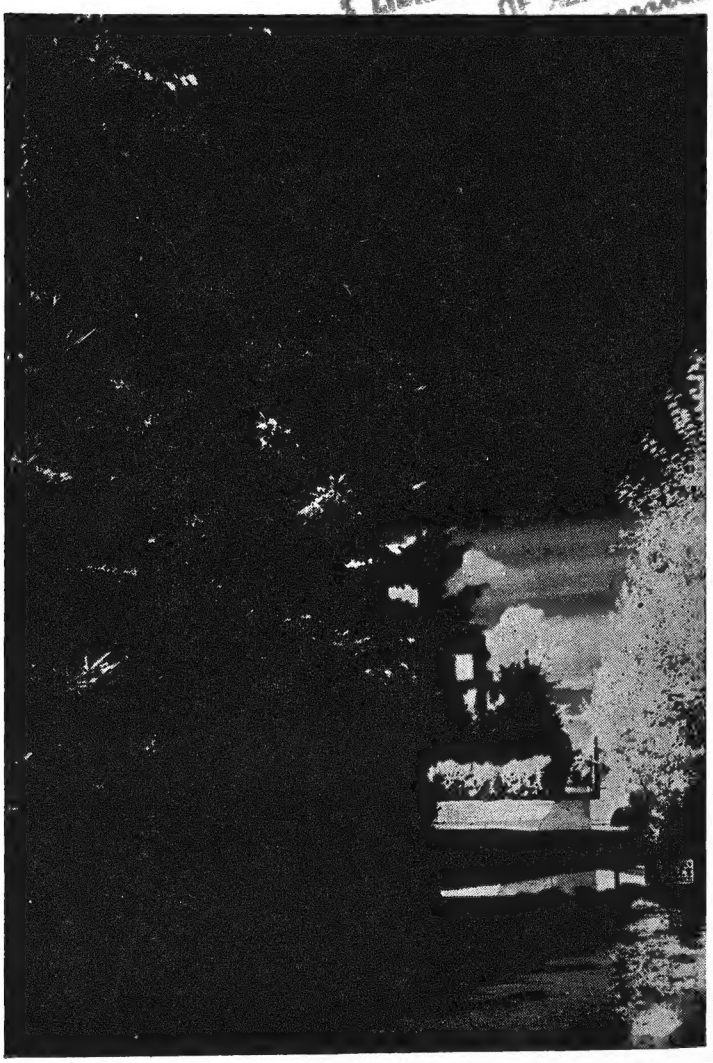

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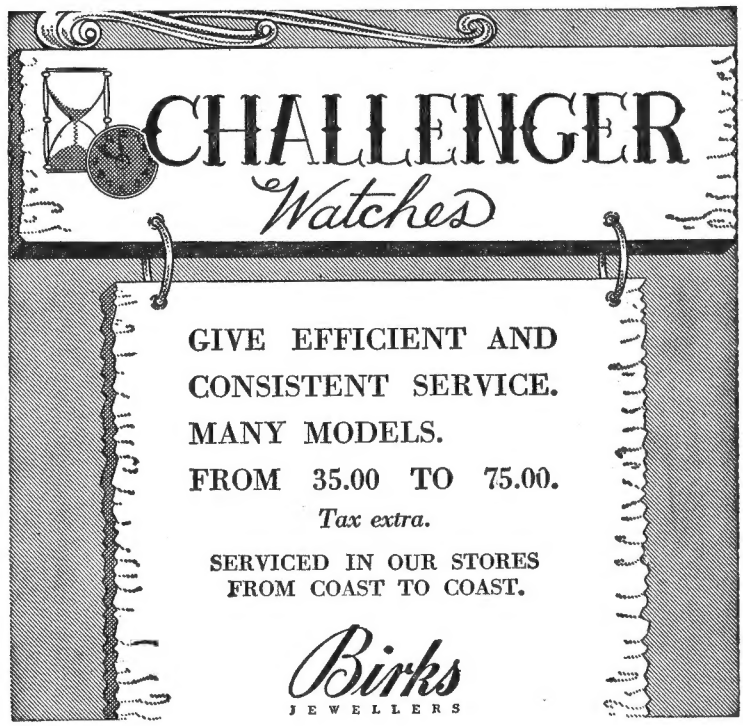

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Two Approaches to the Garden of Eden

By A. D. MILLER

In 621 B.C. a document appeared which claimed to record the very words of Yahweh by the mouth of Moses. To its commands it demanded implicit obedience which would be rewarded with wonderful blessings. Failure to obey would bring down frightful curses. Its impact was terrific, coming as it did to a people to whom either a curse or a blessing was as real as life itself. This document immediately became sacred and was regarded with such superstitious fear as it is difficult for us to imagine. Now known to us as a large part of the Book of Deuteronomy, it was the first Bible of the Hebrew people. As the centuries rolled by, other early documents, known now as J, E, and P, became closely associated with this one which scholars call D. They gradually drew together into an entity which we call the Pentateuch, and the sacredness of D spread through the whole compilation which became known as the *Torah*—the law of God, or of Moses.

At the beginning of the Christian era, the sacredness of the Pentateuch had become so great that Philo, a learned Alexandrian Jew, declared that its every word was written by Moses at the dictation of God, Moses himself having no more influence on what was written than the plectrum has in determining which string the harpist shall strike. As the story of the Garden of Eden was by this time part of the sacred Torah, it had to be handled and interpreted by the pious Jew in accordance with this dictum. The early Christians also accepted the supreme sacredness of the Torah. Within two centuries, the entire group of writings now found in the Hebrew Bible, and not merely the D document of 621, was held sacred by both Jew and Christian, and by most of them as verbally and literally inspired.

Now Philo had a number of non-Jewish friends in Alexandria, learned Greeks. These men paid scant respect to Hebrew literature and less to Philo's absurd claims that it had been divinely inspired. They bantered and teased him about it. For instance, there were the four rivers which were said to flow from a single source, three of which they understood to be the Tigris, Euphrates, and Nile. They asked, "Does your God think that the Euphrates and the Nile have the same source?" But Philo answered, "Do you not teach the poetry of Homer to your children? And are there not many parts that you do not teach literally, but allegorically?" They could only answer, "That is true." And he said, "It is even so with our Scriptures. The four rivers do flow from a single source, for the four rivers are the four great virtues." And when they laughed at the serpent which tempted Eve, he had an allegorical interpretation for that.

In 621 B.C., then, the concept of a sacred literature began, and the D document was regarded as conveying literally the very words of Yahweh. By the beginning of our own era this concept, fully developed into a belief in the absolute inspiration of Scripture, and covering all parts of the Pentateuch, gave birth to the allegorical, or to use a broader term, the *doctrinal* approach to the Bible. This approach is reasonable, once we accept the basic assumption. For if God is the author of the Bible, then every word must be true, and the Bible may be described as infallible,

inerrant, all-sufficient, and harmonious throughout. It cannot be criticized, but must be defended and implicitly believed—and allegory is very convenient if we get into difficulties.

All who accepted this doctrine were ruled by it in their method of interpretation. It did not matter where one read in the Bible, providing one read reverently and believingly: the Holy Spirit would lead one to the truth. One did not need to observe the ordinary rules of interpretation, for God had made it all so plain that "the wayfaring man though a fool need not err therein." Neither the literary nor the historical context was important. The story of the Garden of Eden spoke of the Gospel just as truly as Jesus did or Paul.

The first Christians, like other Jews, used the old Testament as their Bible. Several instances of the allegorical method may be found in their writings. For example, this is the way the Epistle to the Hebrews interprets the story of Melchizedek:

> For Melchizedek, the king of Salem, a priest of the Most High God, who met Abraham on his return from the slaughter of the kings and blessed him—who had a tenth part of everything assigned him by Abraham—this Melchizedek is primarily a king of righteousness (that is the meaning of his name), then, besides that, king of Salem (which means, king of peace). He has neither father nor mother nor genealogy, neither a beginning to his days nor an end to his life, but, resembling the Son of God, continues to be priest permanently.

Where does this information about Melchizedek come from? All that *anyone* knew about him when the Epistle to the Hebrews was written is the following:

> Melkizedek, king of Salem, brought out bread and wine, and, as a priest of God Most high, he blessed him, saying,
>
> Blessed be Abram by God Most High,
> Creator of heaven and earth!
> And blessed be God Most High
> Who has handed you over your foes!
>
> GENESIS 14: 18-20

There he is, a figure without background, of whom nothing was known, who appears for a moment and disappears; but the allegorical method is bound by its own inherent nature to find hidden meanings and to weave strange significances into simple things. Further, like Philo, the author of the Epistle to the Hebrews was moved to allegorize by the pressure of a special purpose: he wanted proof that Jesus was the Messiah, the Son of God, a thesis that Christians at his time were frantically trying to prove to the Jews. Any argument they could find to convince their Jewish opponents was good enough, and some of their evidences grew out of methods of interpretation truly fantastic.

As time went on, the writings of the New Testament were segregated and then united into a single group which in turn came to be regarded as the Word of God and just as sacred as the Old Testament. Nowadays one may hear it said, especially among smaller religious groups, that the entire Bible, from Genesis to Revelation, is literally and verbally inspired.

Allegory, moreover, is not the sole method of the First, or Doctrinaire, approach to the Bible and to the Garden of Eden. Some of the methods seem quite pre-

posterous. An elderly man once told me that he had taught a Bible class for a number of years. He said, "We used to get out our lesson leaves, and someone would read a verse, and then we would ask each one what he thought it meant; and I would say what I thought, and none of us *knew* a thing about it. At last I quit. It was all damn nonsense." Such methods as this could beget new sects every day.

Nevertheless, that Bible teacher was wrong—or not wholly right. Much of the Bible, as in the Psalms and in the teaching of Jesus, is fairly intelligible at first reading and without any great fund of learning; and many valuable results in the enrichment of life and character must be credited to Bible reading even by uneducated people. Even such poor helps as Sunday School leaflets can greatly increase one's understanding and appreciation. But there still remains a large part of the Bible well worth understanding which cannot be understood except by a wide knowledge of Bible backgrounds—and this is the very material that is most likely to give rise to absurd notions. It was this fact that finally secured recognition for a second approach to the Bible—the Historical-Literary one.

Many individuals have made this approach in the past, but their methods did not catch on until quite recent times. Some important literary discoveries were made nearly two centuries ago; ever since that time the number of students has steadily increased. At the present time, real scholars who have *not* adopted this approach are very few.

Few people have any idea of the vast amount of labor that has been put upon Biblical research by men interested only in the facts and in such theories as can be safely based upon them. No theory has been lightly adopted. Every forward step has been resisted by acute minds until it could clearly be resisted no longer. In this way a vast body of assured knowledge has been acquired to assist interpretation. Fine commentaries have been written on most of the Bible literature, and equally fine translations have been made which, on one hand, availed themselves of this knowledge, and on the other, refused to let generally received theological doctrine influence the results. For if we abandon, as we must do, the doctrine of absolute and literal composition of the Bible by God Himself, or of absolute and literal inspiration of every word of it, we must first of all try to discover what the various documents in it meant *to the men who wrote them.* We must approach the Old Testament, then, without any theological presuppositions, we must *forget ourselves,* our prejudices, youthful training, even our reverence for the Bible, treating it simply as the literature of the Hebrew people. We must devote ourselves to the truth and to nothing but the truth. One great law immediately emerges: *the law of the context.*

I shall not attempt a systematic description of all that is meant by context. It includes the whole historical and social age of the writer—but its wide and varied character will perhaps appear if I attempt an exposition of the story of the Garden of Eden as it is now understood.

The Garden story is found in what scholars call the J document whose writer is also called J. Writing about 850 B.C., J begins in verse 4 of chapter 2 of Genesis. His is the earliest of the Pentateuchal documents, written at least three centuries

before the P document which is drawn upon by the compiler to start his combined work. The J document can be read consecutively by means of the italics in Moffat's translation.

First let us look at the four rivers that flowed forth from a single source. We have seen that Philo made a doctrinal approach and allegorized them. The Modern, or Historical-Literary approach, takes the story quite literally. Three of the rivers are still understood to be the Tigris, Euphrates, and Nile; scholars are divided as to the fourth. The fact that J represents the Nile as rising in the same locality as the Euphrates need not disturb us, for we know how extremely vague were ideas of geography even much later than his time. Hecateus, more than three centuries later, who was known by the Greeks as the Geographer, represented the Nile as rising in India! And when Alexander the Great saw crocodiles in the Indus, he was sure it must be the Nile. J's rivers, then, are what might be expected from a writer at this time—and the context has taken us into Greek and Macedonian history.

Let us look at the two trees of the story and the serpent. Here is the whole account from Genesis 2: 9, 16, 17; 3: 1-7, 11-19, 22-24:

> And from the ground God the Eternal made all sorts of trees to grow that were delightful to see and good to eat, with the tree of life and the tree that yields knowledge of good and evil in the centre of the park. . . . And God the Eternal laid a command upon the man: "You are free to eat from any tree in the park," he said, "but you must not eat from the tree that yields knowledge of good and evil, for on the day you eat from that tree you shall die." . . . . Now the serpent was cunning, more cunning than any creature that God the Eternal had made; he said to the woman, "And so God has said you are not to eat fruit from any tree in the park?" The woman said to the serpent, "We can eat fruit from the trees in the park, but, as for the tree in the centre of the park, God has said, 'You must not eat from it, you must not touch it, lest you die'." "No," said the serpent to the woman, "you shall not die; God knows that on the day you eat from it your eyes will be opened and you will be like gods, knowing good and evil." So, when the woman saw that the tree was good to eat and delightful to see, desirable to look upon, she took some of the fruit and ate it; she also gave some to her husband, and he ate. Then the eyes of both were opened, and they realized that they were naked; so they stitched some fig-leaves together and made themselves girdles. . . . . He said, "Who told you that you were naked? Have you been eating from the tree which I forbade you to eat?" The man said, "The woman thou gavest me as a companion, she gave me some fruit of the tree, and I ate it." Then God the Eternal said to the woman, "What is this that you have done?" The woman said, "I ate because the serpent beguiled me." So God the Eternal said to the serpent, "Since you have done this,
>
> A curse on you of all creatures!
> a curse on you of all beasts!
> On your belly shall you crawl
> and eat dust all your days!
> And I will set a feud between you and the woman,
> between your brood and hers:
> they shall strike at your head,
> and you shall strike at their heel."

To the woman he said,
"I will make child-birth a sore pain for you,
you shall have pangs in bearing;
yet you shall crave to have your husband,
and he shall master you."
To the man he said, "Since you have listened to what your wife said and have eaten from the tree of which I forbade you to eat,
Cursed is the ground on your account,
you shall win food from it with suffering all your life;
thorns and thistles shall it bear for you,
and you must eat plants of the field;
in the sweat of your brow you must earn your food,
till you return to the ground from which you were taken;
for dust you are,
and you return to dust.
. . . . . Then said God the Eternal, "Man has become like one of us, he knows good and evil. He might reach his hand now to the tree of life also, and by eating of it live for ever!" So God the Eternal expelled him from the park of Eden, to till the ground from which he had been taken; he drove the man out, and set kherubs at the east of the park of Eden, with the blade of a sword flashing in every direction, to guard the path to the tree of life.

Under the doctrinal interpretations, this story has been productive of much theology and of not a little dispute:

(*a*) The serpent ever since New Testament times has been identified as Satan. For did he not tempt our first parents to sin by disobeying God? "That ancient Serpent called the Devil and Satan who deceives the whole world.—*Rev.* 20:2.

(*b*) The serpent was a liar: "The Devil . . . from the beginning . . . has no place in the truth . . . He is a liar, and the father of lies." Did he not say that what God the Eternal spoke was not true?

(*c*) Man did die when he ate the forbidden fruit—not, of course, that he died that day, but the sentence of death came upon him and all future mankind. "For as in Adam all die, even so in Christ shall all be made alive."—*I Cor.* 15: 22. Some say that man died spiritually the moment he ate the forbidden fruit.

(*d*) Man fell when he ate the forbidden fruit. "As by one man sin entered the world and death by sin; and so death passed upon all men, for that all have sinned."—*Rom.* 5:12.

When scholars asked what kind of literature we have in this story, the answer was, folklore. The whole accumulation of folklore made by our great anthropologists therefore becomes context to guide us in our interpretation; and in his most valuable three-volume *Folklore in the Old Testament* Sir J. G. Frazer tells us a number of early stories, drawn from various peoples, which have wonderful trees in them and serpents that act in crafty ways. He thinks that J was probably acquainted with a story that had two trees in it, a tree of life and a tree of death. He thinks the divine being in this source ordered the serpent to tell the man and woman where the tree of life might be found that they might eat of its fruit and become immortal. But the serpent thought he would like to be immortal himself! So he ate from the tree of life and directed man to the tree of death. The serpent then became immortal. Of course everyone knows that he *is* immortal: see how he starts out new whenever he likes by shedding his skin!

If J knew some such source as that, one element in his story fairly thrusts itself upon us: *the tree of the knowledge of good and evil.* No such tree is found anywhere else in folklore; we may assume that it was his own idea. Further, he gives this tree his almost undivided attention, neglecting the tree of life which he does not even mention again until his Yahweh, or God the Eternal, suddenly remembers it and cuts off a sentence unfinished to rush the man and woman out of the garden lest they eat of it. But it is the tree of knowledge that is emphasized. What then does J himself, the author, consider important in the Eden story?

Is it not that "The eyes of both of them were opened, and they knew that they were naked, and they stitched fig-leaves together and made themselves girdles?" The immediate context, J's whole document, shows what importance he attaches to the wearing of clothes as a fundamental decency. He had been revolted by the candor of animals, their lack of shame in sexual relations; one had only to look at man to see that he had qualities that the animals did not have, that he belonged to a higher order and had attained a god-like power. It is to explain these things that J adapted the old tale.

According to the doctrinal approach, the serpent was Satan, the Devil. But serpents appear and speak frequently in folktales. Other animals also play such parts, but the serpent was a fascinating creature: he had a reputation for craftiness and cleverness that set him above all other animals. His mysterious appearances and disappearances, his apparent ability to put a spell on other animals, and his venemous bite all served to fix attention upon him, and to make men fear and hate him. He made an apt villain for any plot. Moreover, the belief persisted that he was immortal. It was perfectly natural, then, that J should make him a star performer, especially if, as Frazer believes, he had a similar role in J's source.

That the serpent could talk, then, does not prove that J intended him to represent Satan. Indeed, J has another talking animal in his document—Balaam's ass which has never been identified with his Satanic majesty. So much, then, using folklore and J's own writings as context.

When we study the whole movement of Hebrew beliefs in chronological order, we find even more conclusive evidence. The people of Israel simply had no personal devil until about six centuries after J's time. Satan's first appearance as the Devil occurs in I Chron. 21:1 where he is found moving David to make a census of Israel. The same story had been told centuries earlier in the Book of Samuel (II Sam. 24:1) where it is Yahweh himself who incites David to commit this sin. Somewhat regretfully, then, we must remove Satan from the Garden of Eden and tell him that if he will apply five or six centuries later, we may have something for him to do.

The doctrinal approach decided that the serpent must be the Devil chiefly because he tempted our first parents to disobey God, but also because he *lied* to them. It is true that he tempted Eve to eat the fruit, but did he lie? What did he say? First, that they would not die when they ate the forbidden fruit. Second, that their eyes would be opened and that they would become like gods, knowing good and evil. Third, that Yahweh knew these things to be true, and for that reason tried to keep them from eating of this tree. Are these statements false?

He asserted that man would not die when he ate of the tree. And he didn't! Not in any sense that J would intend. He would certainly intend death in no spiritual sense, for religion of the spirit had not yet been born. Nor would he intend death in the sense of a perpetual doom hanging over man through the ages, for Yahweh realizes in the story that man might still become immortal if he ate of the tree of life. He therefore thrusts him out of the Garden hastily. Moreover, his punishment is, "By the sweat of your brow shall you earn your living until you return to the ground from which you were taken—for dust you are and unto dust shall you return." Death is, therefore, not at all the result of man's eating the fruit, but a perfectly natural and normal experience.

Second, the serpent stated that if they ate of the fruit, their eyes would be opened and they would become like gods, knowers of good and evil. They ate, and their eyes *were* opened. And no less a person than Yahweh himself confirms the truth thereof, saying, "See, the man has become like one of us, one who knows good and evil."

Third, the serpent said that Yahweh knew that the former statements were true, but that he wished to prevent man from gaining god-like knowledge. In other words, it is Yahweh who failed to tell the truth, or more strongly, who lied.

It was perhaps this implication more than any other that roused doctrinaires to declare the serpent to be the devil and a liar. Paul said, "Let God be true, and every man a liar." If so, we must let God be true, and the serpent a liar. For to the doctrinaire, God is God, the same God, everywhere He is met with in the Bible; but the modern scholar has learned that He is never the same in any two successive eras. Beginning as Yahweh, or God the Eternal, a mighty god of war with no recognizable moral virtues, He develops and is purified until He becomes the sum of all moral qualities and acts accordingly. But to J, who came early in Hebrew history, Yahweh is only well started on the way of justice and not at all on that of truth and kindness.

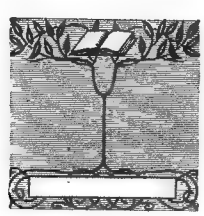
It is the context of Old Testament literature, studied in chronological order, that reveals these things. Further, the immediate context of J's own work shows features that can only be described as *nomadic*. We must therefore investigate the nomadic way of life, and our researches carry us to such writers as Clark, Huntington, Zwemer, Doughty, and Burckhardt who have studied the tribes of the Arabian Desert. We find that the relations between the tribes breed suspicion and enmity and conflict. Under the hard conditions of desert life, lying and trickery are not only tolerated but encouraged and taught, and the individual who is most successful in these things is most admired. This attitude is shown by J to a remarkable degree. Thus the great Abraham lies about his wife Sarah without a blush, saying that she is his sister. Jacob lies to his father Isaac and cheats his brother Esau out of his birthright; by one deception after another he enriches himself at the expense of his father-in-law, Laban—and J, so far from condemning Jacob, admires his cleverness. And, to cap these examples, it is Yahweh himself who not only commands Moses to lie to Pharaoh, but puts the very words into his mouth; and when Moses finds it necessary again and again to embellish the lies he has told, so as to make them stick, Yahweh co-operates. Why, then, when the immediate context shuts us up to this only con-

clusion, should we hesitate to say that J meant that Yahweh was not telling the truth in the Garden of Eden?

Why should we hesitate to believe not Satan but the equally immortal serpent with his mysterious wisdom when he says, "Yahweh knows that when you eat of this fruit, your eyes will be opened and *you will become as gods,* knowing good and evil." Not wholly as gods, for there is still the tree of life of which, when Yahweh thinks of it, he exclaims, "See, the man has become like one of us, a knower of good and evil, and now lest he stretch out his hand and take and eat of the tree of life and live forever . . . " This consideration demands such urgent action that, without finishing the sentence, Yahweh rushes away to thrust man out of the Garden and to set kherubs to guard the gate. Is it too much to conclude that J felt that if a man had both god-like knowledge *and* immortality, he would be not merely like a god, but a god indeed? For we must remember that to J, Yahweh was a jealous god and very much opposed to an increase in the number of his equals.

We must believe, then, that in the old folktale, J saw an opportunity to explain how it was that man was superior to the animals and yet not completely divine. And he speaks to us with a vigor and naivete that are wholly delightful if we come to him in the proper mood for appreciation.

Finally, the question will be asked whether we are not destroying the virtue of the Bible as a sacred book. On the contrary, to study deeply and intimately and intelligently the great literature of the Hebrew people is to see men grappling century after century with eternal questions and eternal verities; it is to see God reveal Himself little by little and ever in clearer light to the limited minds and hearts of men. Even now, it may be, we still see through a glass darkly; but in the end, we shall see Him face to face.



Statistics From the Provincial Laboratory

By J. A. ROMEYN

The Provincial Laboratory of the Province of Alberta began operations in 1907. In 1911 it came under the administration of the University and was housed in Athabaska on the campus. There it remained until the Medical Building was completed in 1921, when it was moved to its present quarters on the ground floor of the east wing of that building. The services of the Provincial Laboratory are offered to the people of the Province through the medical profession without charge, except for a few special services. They include the distribution of various serological products used in the prevention and treatment of disease, the examination of material from patients for diagnosis and control of disease, and the examination of water and milk to control their safety.

The graphs which are presented in these few pages were prepared from figures in the Annual Reports of the Department of Health, Province of Alberta—figures which are, of course, available to anyone. This is true of all except the graph showing the space available in the laboratory. The graphs speak for themselves, and illustrate better than anything except a visit to the laboratory the crowded conditions which exist. Such a visit would reveal hallways crowded with supplies and with laboratory records packed in cardboard boxes, rooms which it is impossible to keep clean and tidy because of the amount of work and the number of workers, grossly overcrowded offices, and a dressing room that is so inadequate in size that it would be funny if it were not disgraceful.

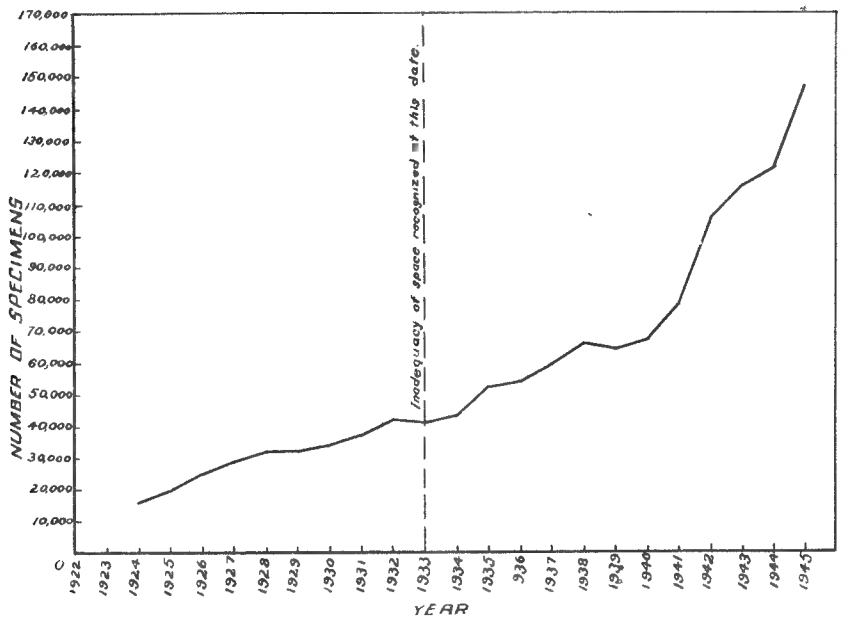
On each of the graphs is a vertical line drawn at 1933. It was in that year that it first became apparent that the space available for the work was inadequate. The problem has been repeatedly drawn to the attention of the authorities since that time, with the results shown in the graph of laboratory space. One word of caution: in order to be adequate, laboratory space does not necessariy have to be expanded in direct proportion to the number of tests which are done. This should be remembered in interpreting the graphs.

Now, in the summer of 1946, a temporrary building is being erected opposite the Medical Building to house some departments of the Provincial Laboratory. This building is a converted army hut. It is being well-equipped. It replaces space which is being lost because of the work on the extension of the east wing of the Medical Building (no part of this extension, incidentally, is for the use of the Provincial Laboratory); and it replaces some five hundred square feet which was borrowed from the teaching departments in 1944 (This is the increase seen on the graph representing laboratory space) and which must now be returned to them. This temporary building also increases the space available by some fifteen hundred to two thousand square feet. The arrangement splits the laboratory into two parts, but while this may prove a rather serious drawback (requiring, for instance, the duplication of certain services), the increase in space, moderate as it is, will be very valuable.

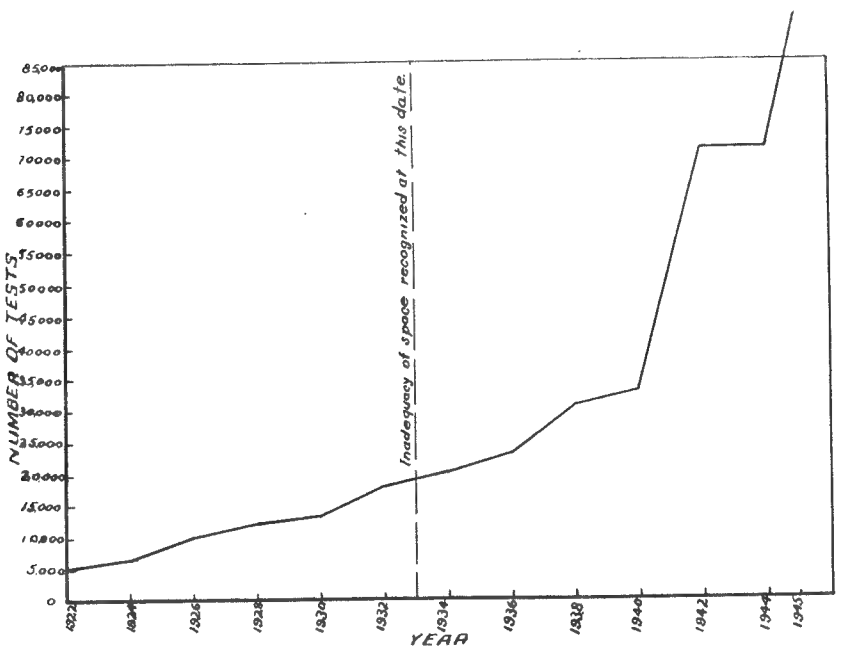
Nothing is mentioned here of the needs of the teaching departments of Pathology and Bacteriology, which are also greatly hampered by lack of space.

Laboratory work is ever assuming a greater importance in the control of disease and the propagation of health, and the varieties of laboratory examinations are increasing yearly. It would be beyond reason to expect an efficient and adequate Provincial Laboratory without very greatly increased permanent facilities.

It would be discourteous not to include some recognition of the difficulties facing those responsible for space allotted to the Provincial Laboratory. They have, perhaps, been as great as the difficulties facing those on the staff of the Laboratory, both technical and professional, who have been entrusted with the responsibilitiy of providing an efficient service to the people of the Province.

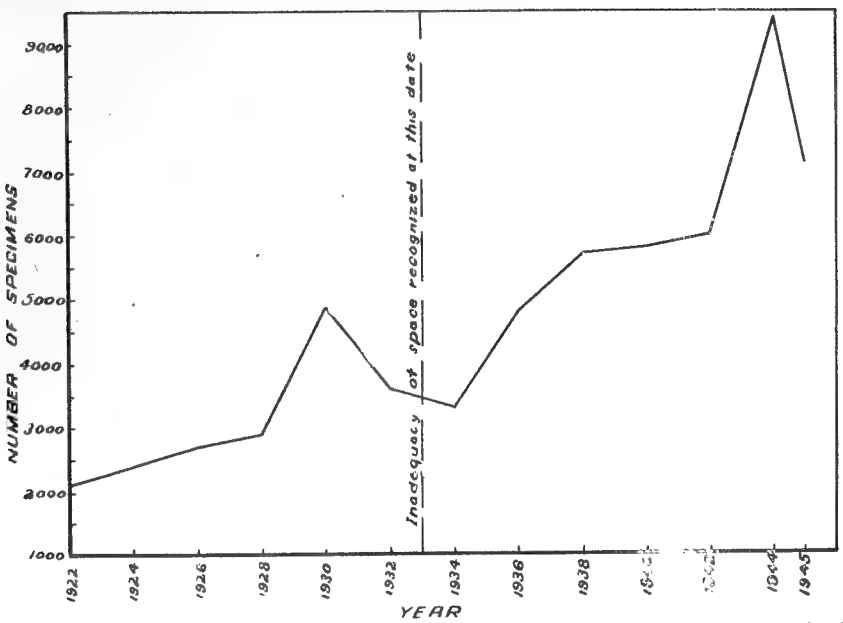


(a) The total number of routine examinations done by the Provincial Laboratory per year, exclusive of certain special examinations which are usually temporary.

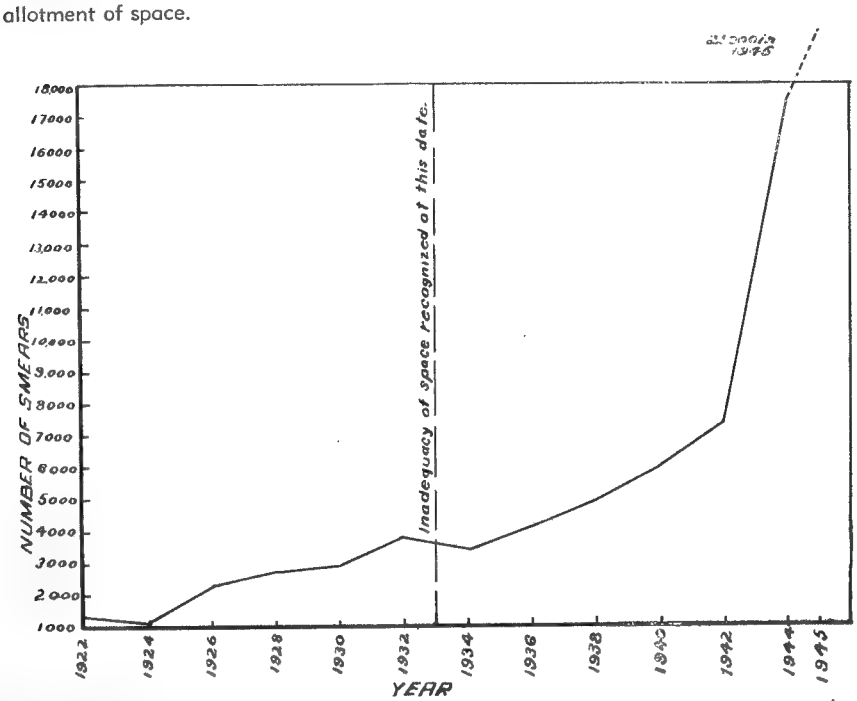


(b) The number of serological tests for syphilis per year at two year intervals. These are performed on blood. The great increase during the war years is due to the examination of specimens submitted by the services. In spite, however, of a falling off in the number of specimens received from the services at present, the general level is remaining as high as before and is apparently not going to decrease much if at all in the future.

NOTE: This graph is a representation of the increasing steps being taken to fight syphilis, and is NOT a representation of the increase in syphilis.

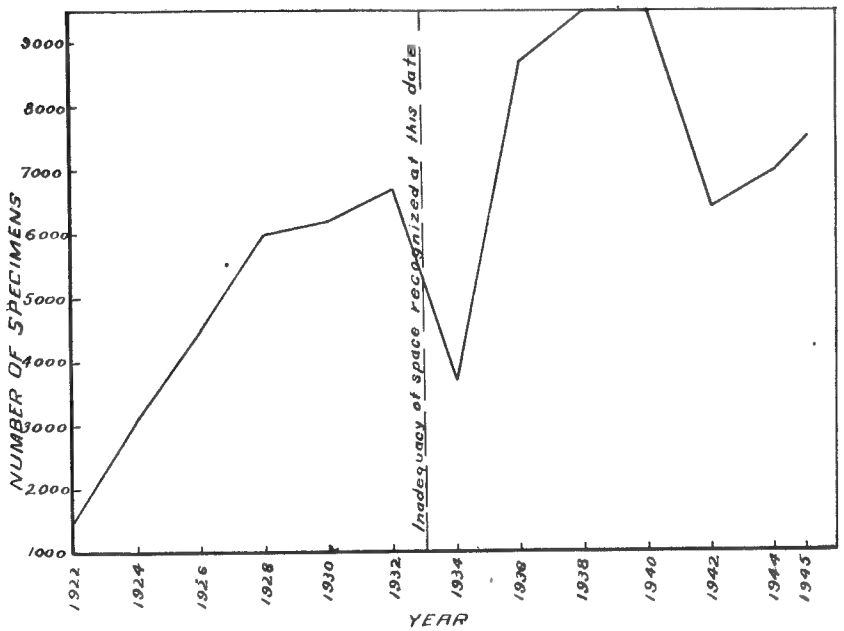


(c) The number of specimens sent in for miscellaneous bacteriological examinations (including throat swabs for diphtheria and scarlet fever organisms) per year at two year intervals. It is not possible to explain fully the temporary increases in certain years without further study of the laboratory records. It is necessary to allow for such increases, however, in the allotment of space.

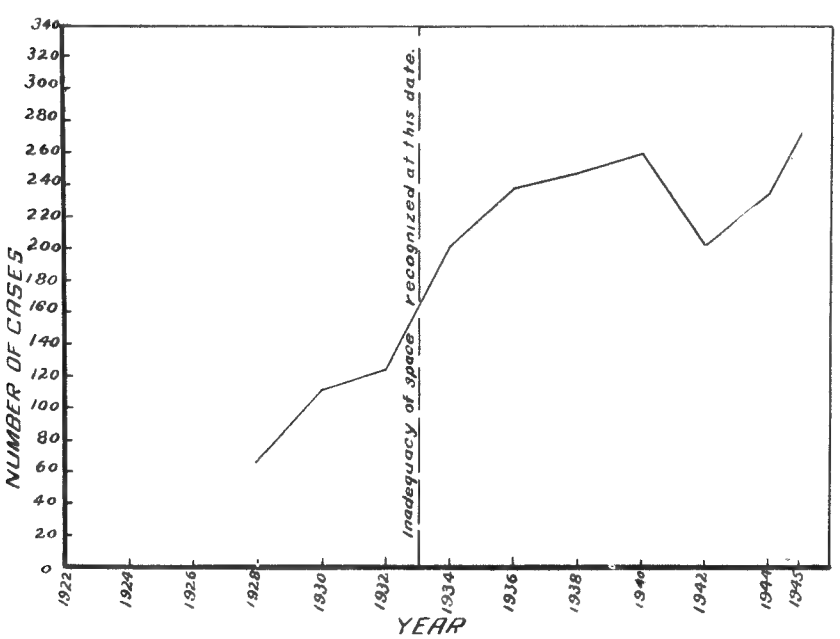


(d) The number of smear examinations for gonorrhoea per year at two year intervals. The Provincial Clinics are responsible for a good deal of this work. Considerable increases have been brought about by the recognition that repeated smear examinations on treated cases are necessary to be sure that cure has been effected. The recent introduction of cultural methods of diagnosis is requiring more space and more technical help.

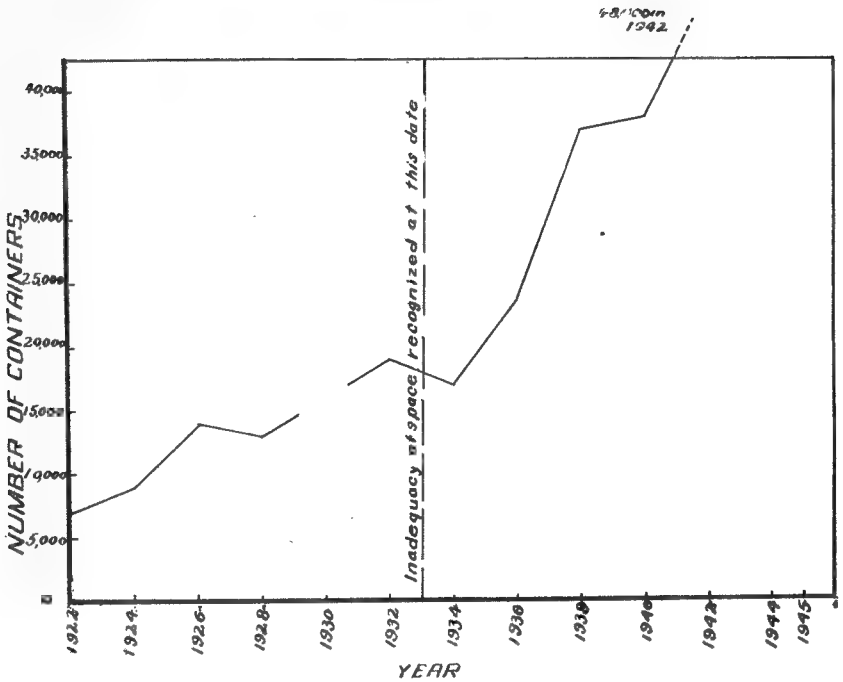
NOTE: The graph is a representation of the increasing steps being taken to fight gonorrhoea, and is NOT a representation of the increase in gonorrhoea.



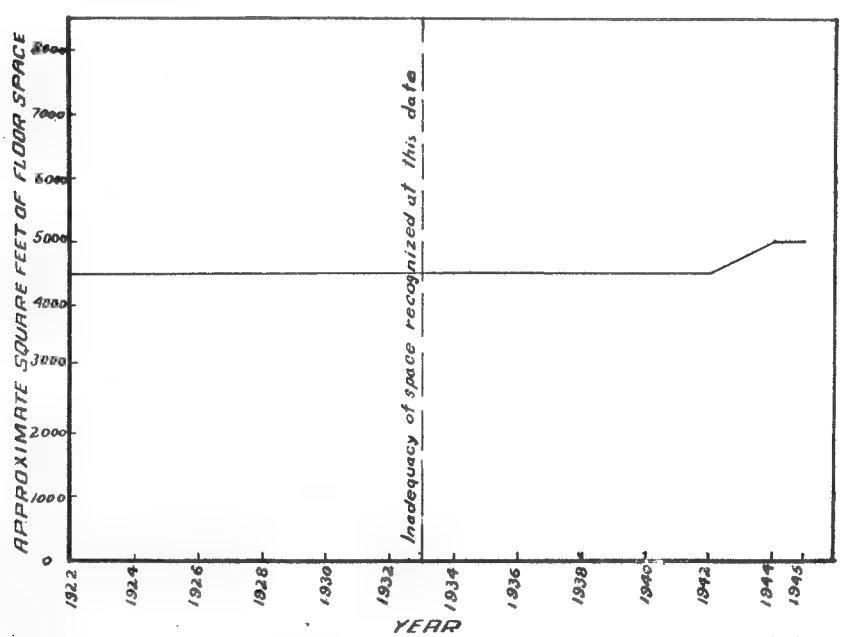
(e) The number of examinations of pathalogical specimens of tissue taken at surgical operation (including specimens for the diagnosis of concer and blood smears for the diagnosis of certain blood diseases) per year at two year intervals. The sudden drops in 1934 and 1942 are due to suspension of the law requiring all material taken at surgical operation to be examined. It was suspended in the first case because of the depression and the resultant financial exigency and in the second case because of the lack of help available due to the war.



(f) The number of post mortems performed per year at two year intervals. The drop in 1942 was due to requests to the medical profession to limit work to that barely essential to carry on so that the staff, depleted by the war, could cope with the work.



(g) The number of containers distributed per year at two year intervals. These containers include such things as sterilized swabs for obtaining pus for examination, sterilized test tubes for blood samples and so forth. No records were available for the years 1930, 1944 and 1945. The preparation and mailing of these containers requires a great deal of work.



(h) The approximate space available in the Provincial Laboratory up to and including 1945, which does not include, of course, the space allotted to the Departments of Pathology and Bacteriology of the University.

Personnel Selection in Wartime--and After

By D. E. Smith and A. A. Ryan

The Canadian Army began to use specialized methods of personnel selection late in 1941, within a few weeks of similar action by the British Army. Since that time, those methods have been continuously extended and improved. In fact, the results to be expected from many years of peace-time development have been crammed into four wartime years.

Specialized methods of personnel administration had been developing for a generation before the recent war. These methods were forged in the fires of the first World War, when an American psychologist developed for the American Army the first system of selection based on psychological techniques. They were shaped during the years of peace, through the growth of testing and interviewing techniques, and the application of these methods in education and industry. The results of this development were highly satisfactory. In industry, for example, use of scientific methods of personnel selection increased the efficiency of workmen and increased production. In many firms, welfare work was undertaken by the personnel department, with resulting improvement in morale and better relations between labour and management. Invariably the successful operation of a personnel department benefited not only the individual worker, but also the organization as a whole. With this precedent, it was natural that such methods would be adopted by the armed services in the second World War.

This step was taken in various countries. Even before the second World War the Germans introduced personnel selection methods into their rearmament program. In the United States, such a system was introduced at the same time as conscription for peace-time training; thus when the United States were drawn into the war, their personnel selection organization was well developed. By the Fall of 1941 Great Britain and Canada had adopted their respective systems. When the success of such methods in our armies became apparent, other allied armies set up similar organizations.

In various countries, the exact methods adopted depended on a number of factors. The size of the army, and therefore the number of recruits to be handled at one time, to a large extent determined whether individual or group methods should be used. But such other factors as the administrative organization of the army concerned, the system of conscription, the number of psychologists or personnel workers available, and the nature of their training and experience, all influenced the choice of methods. Thus the various armies, while adhering to the same basic principles, of necessity adjusted their methods to meet different conditions, producing systems which differed in detail and in emphasis but not in fundamentals.

Selection Methods in the Canadian Army.

Within the Canadian Army, the principal feature of the system developed was its emphasis on the individual. The welfare and morale of the individual soldier, as well as his most satisfactory placement, appeared to be best promoted by using methods which recognized his unique characteristics. The administrative system favored this approach, and it was found possible to obtain and train sufficient numbers of officers to make such a system work. Thus a program was adopted which placed great emphasis on the individual interview and made relatively limited use of standard psychological tests.

One standard test was given to every soldier in the army, and the score was recorded in confidential personnel documents. On the other hand, a great deal of information was gathered in personal interviews with specially trained officers. Here the soldier discussed his educational record and occupational history, as well as details of his family and friends, his social activities, his interests and hobbies, his previous military trainng, and similar personal data. All facts relevant to his army employment were recorded in the confidential personnel documents, and compared with his score on the test, and his military experience, if any, to date. All interviewing was done in formal man-to-man conversation. Interviewing techniques were based on those developed in psychological clinics, and thus a sound appraisal of the soldier's abilities and temperament was the final product of the interview.

The Army's Standards of Selection.

But information about the man is not enough for successful placement; it is also necessary to have information about the type of employment available. The first requirement is knowledge of the number of vacancies in each of the trades and specialties in every Corps. In addition, it is necessary to know the qualifications required of candidates for training in each of these trades and specialties. A certain level of education was usually required, to give a candidate the necessary preparation for the subjects covered in training. At the same time it was necessary to be sure of the candidate's ability to learn new skills in a short time, and for this purpose a preferred score on the official test was one convenient standard. For many trades, previous experience in the same occupation, or a closely allied one, was necessary for success.

Less obvious, but equally important, are many human qualities of a less tangible nature. The most common of these is interest in the type of employment offered. Training in many of the skills required in a modern army involves keen concentration and hard work, which are not to be expected of an unwilling or indifferent soldier. Some trades put a premium not only on interest but on habits of meticulous care and intense concentration. Other special jobs called for a placid temperament and the ability to work well under pressure. An extreme example of a type of duty calling for a combination of exceptional qualities is that of the officer or N.C.O., who must rate high on the scales of personality and character if he is successfully to lead men.

The Final Process of Selection.

Details—eventually very full details—of the number of jobs available and the qualifications required for each of them, were placed in the hands of personnel selection officers. By training and experience such officers gained skill in discovering and appraising the abilities and qualities of the soldiers who appeared before them. They endeavored to discuss with each soldier the jobs available and his fitness for them, and to choose the best employment for him. Where possible, the wishes of the soldier were followed; where this was not possible, the reason was explained to him in order to help him to accept an unavoidable situation.

Most soldiers were interviewed more than once during the course of their training. Follow-up interviews checked their progress in successive stages of training and brought their personnel documents up to date. Special interviews were held to screen likely men for special duty. Early predictions were checked and confirmed, errors in appraisal were corrected, and progressively

greater accuracy was ensured in the data recorded in the personnel documents.

The Personal Welfare of the Soldier.

At first occasionally, later with increasing frequency, personnel selection officers were called upon to do welfare work. In the informal atmosphere of the interview, it was easy for the soldier to talk about his personal problems, and often he could be helped to solve them. This was of obvious benefit to the soldier, but it also benefited the service, since the soldier, when relieved of his worries, normally performed his duties more efficiently. As a natural development, more and more soldiers came spontaneously or were sent to personnel selection officers for interview and advice on personal problems. By tradition, British Army officers look after their men and their welfare. But in the complexity of modern civilization and modern war this function became steadily more and more specialized, and much of the special knowledge and skill involved was related to the normal duties of only the personnel officer.

The normal practice of the latter was to refer each problem to the man who had the knowledge and power to attempt its solution. Thus financial problems were laid before the Paymaster who was empowered if need be to call in special agencies designed for the financial assistance of soldiers. Soldiers requiring legal advice were assisted to lay their problems before a legal officer. Personnel officers worked in close co-operation with medical officers, and men who had complaints about their health or who showed any sign of possible disorders were referred to medical officers for examination. In many cases the soldier's wife, children, or parents were involved in difficulties, and for them the services of civilian social agencies were sought.

During the latter part of the war, an organization of qualified social workers was set up within the army. They took over the responsibility of liaison with military and civilian agencies for the welfare of soldiers and their dependents. Nevertheless, the first point of contact between the soldier and the agencies organized for his benefit remained the personnel selection officer who usually set in motion the machinery provided for his assistance.

Counselling Army Veterans.

As the end of the war drew near, the same organization of personnel selection officers, their numbers augmented by selected regimental officers, was given the responsibility of counselling returning veterans before their discharge. They used the same basic tools and methods they had used in military selection. Confidential personnel documents were made available to them. They were given details of the jobs available and the qualifications required for them. They were again required to discuss and record facts as to the abilities and temperament of an individual, though now as a civilian, not as a soldier. The goal of their work was assisting civilian agencies who received their reports to re-establish the veteran in civilian life.

It was, of course, much more difficult to provide standards and job descriptions for use in this type of counselling than it had been to provide similar material concerning army trades. Civilian jobs are vastly more numerous and more complex than army jobs, and it seemed almost impossible to provide adequate material. The material was provided, however, with gratifying thoroughness, by the Department of Labor; it included not only the numbers of jobs available, classified by industry and by region, but also descriptions of common civilian jobs in Canada and their relation to army employment. The provision of employment information, in fact, proved less

a challenge than the problem of applying army systems of placement to men freed from military restraint.

The soldier was under military discipline, and could be assigned to duty without reference to his wishes, if this became necessary. But the returning veteran was entering civilian life where he would be a free agent, under no such compulsion to accept employment distasteful to him. Fortunately, the techniques used in personnel selection, and particularly the practice of explaining the why's of his employment to each soldier, made for easy transition to the function of counselling. The personnel officer, as a counsellor of veterans, was able not only to lay before each man the details of the rehabilitation program as they applied to him, but also to discuss possibilities for his future, and, where necessary, to advise him on the soundness of his plans. It is this function of counselling veterans which provides the closest approach to purely civilian counselling.

What of the Future?

There seems to be little doubt that wartime developments in the efficient use of personnel will result in increased use of scientific personnel selection methods in civilian organizations. There were, admittedly, personnel departments in a number of industries, and vocational guidance experts in a number of schools before the recent war. But these efforts were not widely known, and large numbers of organizations which might have profited from the use of such methods did not realize their value. During the war, millions of men and women in the armed forces of the United States, Great Britain, and Canada have come in direct contact with these methods, and what was once a relatively little known field of science has now become extremely popular.

In industry there have already been signs of increased interest. Many firms which had personnel departments before the war have extended them; others have introduced such departments for the first time. In education there has been similar development. In many provinces in Canada more ambitious programs for vocational guidance have been set up. These are principally intended for high schools, but some provinces are extending them into the later years of the primary schools. In some of these programs, vocational placement is not the only goal; guidance of the poor student, the maladjusted child, the physically handicapped and the defective, is also an important aim.

In the field of university education there has been great progress, largely because so little had been done before the war. Then only a few universities in the United States gave specialized counselling service to undergraduates. With the great number of veterans entering universities, it became apparent that difficulty in settling down to undergraduate life could create a serious problem. Therefore counselling for veterans has been provided in almost every Canadian university. It remains to be seen how much of this service will remain for the benefit of civilian undergraduates after the veterans have left the universities. Such a program would be expected to help any student choose the faculty or course (and hence the career) for which he was best fitted by ability and temperament. It could assist a student in any particular faculty to select optional subjects which would be of value to him. In addition, such a system could be equipped to assist students who were having difficulty with their studies, or finding adjustment to university life something of a problem.

Development of Wartime Methods.

In any part of civilian life, these methods must be adopted with care. It will not be possible to buy from War Assets Corporation some of the tests and some of the record forms used in the services, and start to work. A personnel department or guidance bureau must be custom-built for the organization within which it will operate. Even as the various armies adapted the basic principles of personnel administration to their peculiar problems, so must schools or industries adjust the basic principles to the types of personnel they will serve, to local laws, customs, and conditions. Each organization must set up standards for selection for itself, adopt its own technical methods geared to those standards, and select and train personnel workers to use them.

In doing this, it will be easy to forget the importance of the information supplied to the personnel worker, and through him, to the individual being assisted. In a single industry, the number of jobs is relatively small, and it is fairly easy to describe the duties, pay, working conditions, and necessary qualifications for each. In an educational system, where students are preparing themselves for all manner of jobs, almost an infinite number of such job descriptions must be provided. These must be kept up to date, amended, and refined if they are to continue to be useful. Under ideal conditions, every possible method of conveying this information to interested applicants can be used: pamphlets and books can be printed, movies and radio programs prepared, lectures and discussion groups organized, and courses introduced in schools. Every one of these methods has been used successfully in one or another of the armed services or government departments, and their value is certain. By their use, an applicant for a particular industry, or a man considering a change in type of employment, is given a basis for making an intelligent and informed choice.

Technical methods, on the contrary, are seldom forgotten; in fact, psychological techniques are so spectacular and so widely publicized that they tend to overshadow the other important parts of a personnel program. Tests, in particular, are very popular, and in this popularity danger lies. Even when carefully selected and properly used, psychological tests are no more than tools in the hands of the personnel expert. They do not give a fool-proof, short-cut method to discovering the truth about humans. Judging a man or woman is a complicated art, in which information is gained by test and interview, the data are interpreted, and an appraisal is made from them.

Because of the complexity of these methods, members of a personnel department must be outstanding men. They must be alert, adaptable, and willing to learn; they must be interested in the welfare of men and women, conscientious and painstaking; they must be personally acceptable to the people with whom they will work. Preferably they should have a wide knowledge of men and affairs, and it is desirable for them to have first-hand experience of working conditions by holding jobs in the industry in which they work. Some previous training in psychology or business administration is useful, but not essential if adequate training can be given. Finally, the personnel department should provide constant supervision, give training and upgrading, and thus seek to maintain skills at the highest possible level.

In order to maintain the necessary interest and skill, it is desirable that personnel workers give their full time to this work. If this is not possible, they should be given other duties directly related to it. Fortunately, there are in industry, for example, a great variety of duties which involve not only

direct contact with workers but also make use of the basic qualifications or skills of personnel workers. Such workers can organize and administer health programs, first aid teams, safety first drills, and similar activities. They can undertake social welfare with workers and their families, and maintain liaison with local social agencies. They can work in the fields of industrial relations or public relations. All of these duties have been successfully carried out by personnel workers without detriment to their normal duties, and form a natural complement to those duties.

It will have been apparent that this description and prediction has aimed at an ideal personnel system. It would be absurd to suggest that personnel selection in the Canadian Army was ideal, or that it made no mistakes. A much more useful thing happened, mistakes were made in the Army, and in civilian life we shall know how to correct them. No science, pure or applied, ever stands still. The methods begun in one war, developed in peace, and improved in a second war, can be extended continuously in the new peace. Already it has been possible to sketch an improved system, with confidence that it will work even better in civilian life than its predecessor worked in the service. The development of these methods will result in great benefit to many individuals, to many organizations, and hence to the nation itself.

Friends of the University

Financial Report for the period December 19, 1945, to July 14, 1946

New Friends:

Dr. J. A. Allan
Dr. J. B. Carmichael
Dr. F. Gowda
Dr. S. C. Hodgson
C. L. Huskins
Dr. M. A. McIntyre
Mrs. D. M. Morrison
Hon. Mr. Justice G. B. O'Connor
Hon. Mr. Justice Parlee
Dr. C. D. Reid
F. G. Roe
Miss Marjorie Sherlock
Electrical Lieutenant K. G. Smith

Special Gifts:

To Dr. R. B. Sandin's Cancer Research, from an anonymous donor	$ 50.00	
From the estate of the late A. C. Archibald	500.00	
To graduate scholarships in Dentistry, from a group of Edmonton dentists	200.00	
Total receipts during 1945		$4,640.04
Total receipts to date during 1946		$1,728.04

At a meeting of the Executive Committee held on June 14, 1946, the following appropriations were authorized:

Scholarships for worthy students	$1,300.00
Purchase of the publications of the Malone Society	400.00
Contribution toward publication of an Alberta *Flora*	500.00
Endowment of a Young Writers' Fund	150.00
Purchase of Beilstein's *Handbuch der organischen Chemie* for the Department of Chemistry	450.00

N.B. It is proposed to include in the October issue of *The New Trail* a full account of the work of the Friends to date, with explanatory notes concerning the various appropriations.

The Pattern Program in Arts and Science

By W. H. JOHNS

Perhaps the most notable feature of post-war thinking about education is the concern to re-define and reinstate the cultural values subserved by the Colleges of Liberal Arts. There is reason for this concern. It is, essentially, the fact that science and technology have been threatening to monopolize higher education; and that is felt to be, in very truth, a threat—a threat to our civilization. That civilization needs a steady supply of educated citizens. Uneducated technicians are no substitutes. It is in the Arts that we find "our storehouse of values", and these need fostering today more than do the sciences. Hence the concern of the educational world about the College of Liberal Arts. It is meant to supply a liberal, that is, a general education. What is meant by a general education and how is that aim achieved? These questions have led to an examination of the curricula of many liberal arts colleges and resulted in a variety of plans for revision. The published works on this subject include the Harvard report entitled, *General Education in a Free Society,* the Yale report, the report of the University of North Carolina entitled, *A State University Surveys the Humanities,* as well as a number of books by individual authors, including *Teacher in America* by Jacques Barzun, *Liberal Education* by Mark Van Doren, and *The Rebirth of Liberal Education* by F. B. Millett. The number of articles and pamphlets published is legion.

The need for some revision of the Arts Curriculum at the University of Alberta had been felt for some time and it was generally agreed that this was the time for adjustment. A committee was therefore set up under the chairmanship of Dr. John Macdonald, Dean of the Faculty of Arts and Science, to study the question and bring in recommendations. These recommendations were presented in Faculty Council, discussed, amended, and finally approved. The new regulations appear in the 1946-47 Calendar and will go into effect for first year students this fall.

The committee began its work by studying the reports of similar committees elsewhere, by searching for defects in the current system at the University of Alberta, and by formulating certain principles which they regarded as valid for a course leading to a liberal arts degree.

The essential points of previous studies were kept in mind in the evaluation of the Alberta curriculum, though the conditions prevailing at Harvard and other Universities studied often differed so widely from those in effect here that details had to be ignored. To mention only one difference, most of these studies were predicated upon a four-year course while only three years are available here.

Some of the defects of the Alberta system were patently obvious. Every graduate will be able to remember at least one of his contemporaries who chose his electives on the basis of the time of the class or the low percentage of failures normally occurring in the course. Such students finally graduated with a hodge-podge of credits but neither a well-integrated program of options nor any breadth of experience in any field. Some argued, with President Eliot of Harvard, that such free choice of

electives permitted the student to arrange a curriculum suited to his own interest and needs. But many American universities, including Harvard itself where this "free elective" principle had its origin, have been driven to the conclusion that the principle stands discredited by its results.

This was the core of the problem to which the members of the curriculum committee gave their attention. They regarded it as essential that the rank growth of the free elective system should be shorn of excrescences and pruned down to reasonable limits. Since there exists a real difference between general and special education, and since the concern of the Faculty of Arts and Science is with the former, they considered it vital to the best interests of Society that there should be a greater emphasis on general education and more careful planning in providing for it. To this end, an effort was made "to combine some familiarity with every important field of modern culture with a more intimate or competent knowledge of at least one particular field."

The students who have chosen their courses wisely have been able to secure programs similar to those effected by the pattern system. To quote from the preamble of the report of the committee:

> ". . . the degree of concentration which these patterns provide is in no case greater than is permissible under our present regulations. The object now is to make the concentration mandatory rather than permissive and to make sure that it is intelligently effected."

The patterns are laid out according to the subject to which emphasis is to be given and are grouped under the two main divisions of those leading to the degree of B.A. and those leading to the degree of B.Sc. Since the content of each pattern is clearly set down in the Calendar, it will be possible for each student to select his own courses within the pattern without having to secure the approval of the Dean of the Faculty. Where advice is needed in the selection of options, it will be sought from the head of the department in which the major portion of the work of the pattern is concentrated.

It would be neither possible nor valuable to set down the whole system within an article of this short compass, but two patterns may serve to illustrate the general principle, one for the B.A. and one for the B.Sc.

ENGLISH

First Year	*Second Year*	*Third Year*
1. English 2	1. Senior English	1. Senior English
2. French 2, Latin 2, or German 2	2. Senior English	2. Senior English
3. History 2	3. Senior Foreign Language	3. Senior Foreign Language or Classics in English or Old and New Testament Literature
4. Phil. 1 or 2 or Pol. Ec. 1	4. Senior History, Phil., Pol. Ec. or Music	4. Senior History, Phil., Pol. Ec. or Music
5. Lab Science	5. Special Science (Biological)	5. Special Science (Physical)

PHYSICS

First Year	*Second Year*	*Third Year*
1. Chem. 40	1. Math. 41	1. Math. 55
2. Math. 40	2. Physics 42	2.3. Two of Physics 48, 54, or 50
3. Physics 40	3. Physics 46	
4. *One* of Bot. 1, Zoo. 1, Geol. 1	4. Bot. 1 or Zoo. 1 or Geol. 1	4. Chem. 54 *or* Math. 53
5. English 4	5. A or B option	5. A or B option.

The first year of the Physics pattern is identical with that in the pattern for Chemistry and that for Mathematics. Similarly there is a common first year for the patterns in Botany, Zoology, Entomology, and Geology. This feature is also followed as far as possible in the B.A. patterns in order that a student may be able to change his pattern at the end of the first year without too much difficulty.

A significant feature is the fact that the B.A. patterns all call for one science course in each year while the B.Sc. patterns similarly provide one special course in the humanities each year. The object of this is to ensure that students in each of the major divisions shall have some contact with the essential features of the other division. The Science courses for B.A. students are indicated above as is the first year course for B.Sc. students. In the second year, students in the B.Sc patterns may select their A or B options from a variety of courses dealing with History, Politics, Sociology, and Civilization in general while in the third year they will choose from courses in great literature or the history of ideas.

The pattern scheme as it now stands marks a great advance over the previous lack of order and plan which too often characterized the curriculum of the undergraduate in Arts and Science. It is not regarded as a static system to be followed rigorously for a long period, but as a guide which will be re-examined and amended as experience suggests or circumstances require. In another three years it will be possible to assess with some degree of confidence the extent of the improvement it may make in the standard of achievement in the pass course.

Experimental Animals Can Talk

By R. D. SINCLAIR

Animals at the University Farm are not trained to talk like circus animals, which may nod their heads a certain number of times or go through other antics when asked questions, but they are not dumb when it comes to providing answers to problems of feeding and management. A steer can tell us how many pounds of hay and grain are required to make one hundred pounds of beef on the hoof, a dairy cow can answer questions regarding rations which produce a gallon of milk at the lowest cost and a pig, regarded as one of the "dumbest" and most ornery creatures on earth, turns out to be very intelligent when we ply him with questions regarding the feeds he can use to best advantage and the number and variety of proteins, minerals, and vitamins he needs in his daily ration.

Our experimental animals talk to us in language that we can understand as soon as we get them organized into groups in our feeding experiments. Our feeding trials are planned in such a way that groups of animals are fed side by side under uniform conditions. The feeds to be tested or the methods of management to be studied are varied by degrees. The animals placed in the various lots are selected as uniformly as possible from the point of view of age, weight, breeding, condition, and other factors which might affect their performances.

Of course we must help the animals tell their story by checking every day the amount of feed they eat, by weighing them at regular intervals to find out how much they are gaining in weight or how much milk is being produced in the case of the dairy cow, by making notes on their general appearance and habits and by applying any other measurements which may prove helpful in supplying the answer to any given question. A feeding experiment is a truly co-operative enterprise. The experimenter asks the animals the questions, places them in their respective groups, and they go about their work from day to day. As time goes on the answers to the questions begin to show up. The animals may register their approval or disapproval of a certain feed or system of feeding, they may answer "yes" or "no" to a specific question, they may stage a hunger strike, and in some cases if they are asked a question that is unreasonable they may even lie down and die. Fortunately there are few that carry their responsibilities to that extreme.

Let us look at an example to illustrate how certain animals may answer some of the questions that are put to them. Experimental pigs will do for our purpose. We want to know what kind of feeds they prefer at different stages of growth. We may think we know without asking their opinion, but actually they know best. We will place before them, in separate self-feeders, ground oats, ground wheat, ground barley, and a protein-mineral supplement. In other words we will let them help themselves and use their own judgment. They will eat a large percentage of oats during the early stages of growth, then increase the amount of barley and, at a later stage, switch over to wheat. They will spend a good deal of their time while they are small at the feeder containing the protein-mineral supplement. As they increase in age and size they will eat less and less of this feed until they are taking very little as they reach the finishing stage. In their own way they have told us a good deal about blending grains and about the proportions of grain and supplement which should be used at different stages of growth. They have delivered

their judgment on the question at issue by making it possible for us to calculate the number of pounds of feed eaten daily.

In like manner they can answer the question, "How many pounds of grain is required to put on 100 pounds of live weight gain?" This is an important question. It has been the subject of much controversy. Only the pig can answer it satisfactorily. By keeping a careful record of the feed eaten during the experimental period and by weighing the pigs at regular intervals we make it possible for them to answer our question accurately. If we feed them the right kind of a grain mixture along with all of the necessary protein, mineral, and vitamins they may give 325 pounds as the answer whereas if the feed is poor in quality or lacking in some important ingredients, the answer may be 500 pounds or 600 pounds or even more. Their answer to the question is recorded in the experimental report as "feed required for 100 pounds gain."

If we set up a conversation with these experimental pigs and ask them if they will produce more fat if we substitute wheat for barley in their ration, they will of course not answer immediately in a language that we can understand. But we know that by feeding them out in experimental lots they will in time put themselves on record. They will be dead and very cold when they come out of the cooler in the packing plant, but as their carcasses are cut and measured in detail they answer the question we may have put to them when they were youngsters being placed on experiments several months earlier.

And so it goes. There is nothing mysterious about feeding experiments. The procedure is simply one of providing our farm animals with the opportunity of co-operating with us in arriving at the answers to questions which keep coming up from time to time. During the past twenty-five years the beef cattle, dairy cattle, sheep and swine on the University Farm have solved a good many problems for livestock feeders. Through the words spoken by those who have interpreted the experimental results at our Annual Feeders' Days, these animals have sent their message to others of their kind throughout the province of Alberta. Yes, experimental animals can talk.

Tale of a Wandering Library

By FLORA MACLEOD

The influence of the University of Alberta, everyone knows, goes far beyond that small but handsome group of buildings on its campus. Not least among these far-flung spheres of influence is that of the University Extension Library, for its books are circulated to every part of rural Alberta. And at the Library we are rather far-flung ourselves, being situated in the basement of Edmonton's Court House some three miles from the University. It was in 1941 that the Extension Library took up, in the Court House, this one of its several temporary abodes, and thereby, as they say, hangs a tale.

It all began in Athabaska Hall more than thirty years ago where a small room served as the offices of the newly established Extension Department. Mr. Ottewell was its Director and Miss Jessie Montgomery, just back from Library School in Wisconsin, became the first Librarian. Things went so well that soon it was necessary to move to larger quarters in the basement of the Arts Building. That must have been a rather simple move. There were a large number of Travelling Library boxes, but the Open Shelf collection was small; Miss Montgomery probably tucked it under her arm one morning and crossed the campus to the other building. The Library had grown, however, by 1921 when the next move came and the Department of Extension went temporarily to a building a few steps away. It is this building, the Power Plant, that has housed the rest of the Department ever since, but the Library did not settle down to any such stationary existence. After a little trouble with carbon-monoxide fumes that seeped into it from another branch of our institution of learning, the authorities decided that the twenty thousand books should be bundled off to the basement of what was then the Normal School. That was a very fine basement indeed, and the Library settled down to an existence of usefulness and peace which lasted for almost ten years.

This state of things could hardly have been expected to continue. War came; the Normal School was needed by Canada's Air Force and one of the Library's contributions to victory was to gather itself together as gracefully as possible and, with no very great hope of a home of its own, leave its fine basement to His Majesty's forces. The next stopping place turned out to be the University Rink, and the two months spent there were really long enough. While the roof leaked on the top layers of books, the mice gnawed the lower ones. It was damp and chilly, and besides, the space was needed for other things. In the meantime the Director and the Librarian had been searching most diligently, and at last in the Court House basement the Library found a home. It was of course a temporary one and rather discouraging to look at at first sight, but we were grateful. As time went on, quantities of white paint made things look more cheerful. Tactfully but surely Miss Montgomery acquired more space and still a little more until now you can walk frontwards as well as sideways between the stacks and, except when a large number of Travelling Library boxes are in, you can pick your way quite easily and safely down the entrance passage. It is true that we sometimes hear dark rumblings about the need for the space we occupy, but come what may, we shall always be grateful to

the Court House authorities and to its staff who let us share their basement with them with such friendliness and helpfulness.

The tale of the wanderings of the Extension Library might be considered a rather doleful one. Libraries are not the simplest things to move, and adequate space makes a great deal of difference in the ease with which they can be run. But the Extension Library (which through its vicissitudes has now developed a personality of its own) was never discouraged. In the first place it had an indomitable librarian; Miss Montgomery's spirit, and her belief in her work were such that no difficulties could daunt her. Miss Chiverton, the Assistant Librarian, and other members of the staff were of like metal. Then again, little moves and small distances are apt to seem comparatively unimportant at the Extension Library. We have our eyes focussed on far places, and our sympathies and interests go out across the miles—to the far north and the mountains and the southern prairies. Why should we be concerned about a little jaunt from the Skating Rink to the Court House?

"To the stars through difficulties" our successors at the Normal School said. Our stars are so clear and so shiny that difficulties cannot hide them. Rural Alberta is not one of the privileged places of the earth so far as library service is concerned, and in the thirty-two years from 1913 to her retirement in 1945 Miss Montgomery built up a library that is an oasis in a rather large desert. The need for it is obvious to anyone who believes in books as one of the good things of life and who knows of the need there is for them in country places.

It is in the Library itself, however, working among its books and hearing from the people who use it that you really come to understand its significance. It is nice to remember the farmer who could barely speak English, coming in for books about Canada for his children so that they could learn more than he had been able to about this country to which they belong. It is pleasant to be told that on some remote farm the regular parcel of books from the Extension Library is like a weekly Christmas present, or that snow drifts and solitude are no longer to be dreaded since the discovery of the Extension Library. It is even gratifying to hear about the little Metis down North who decided to keep *The Story Book of Food* for himself—he had never realized, his teacher said, that food could be so interesting and thought evidently that reading about it constantly was next best to eating it. Above all, you cannot spend much time in the Extension Library without having the greatest respect for the wide and intelligent interests of many of the people who use it. Should the Library set out on its travels once again, we hope it will be to a permanent dwelling place worthy of its readers.

THE NEW TRAIL

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Editorial

The End of Fumbling

The second retirement of D. E. Cameron brought forth a spontaneous and remarkable tribute: his friends and associates presented to the University a portrait of him done in oils by Grandmaison. It is an excellent piece of work to which a prominent place will be given, we trust, in the new Library. But when Dr. Gordon feels inadequate to express what Mr. Cameron has meant to this University, it is not for us to rush in with our poor gift of words.

Since his retirement as Librarian, Mr. Cameron has acted as Adviser to veteran students, work which he has done *con amore* and to universal applause. Not least enthusiastic and grateful are the students themselves who insisted upon contributing from their slender means toward the portrait. Mr. Cameron will be succeeded in this work by Dr. A. J. Cook of the Department of Mathematics, a man who has the qualities of heart and mind, of sympathy and understanding, from which we may expect worthy continuation of a splendid precedent.

Why should the veterans alone benefit from this excellent service? They have served their country well and earned all we can do for them. But the civilian students deserve well also. It cannot be held against an eighteen-year-old high school graduate of today that he did not bear arms. And he is just as greatly in need of wise counsel and friendly help. For more than a year the kindly and efficient work of Mr. Cameron has been silently teaching us a most important lesson.

It is the new system of "Patterns" in the Arts Faculty, however, described by Dr. Johns in this issue, that demands a change from the old system of counselling and guiding freshmen. For the Arts Faculty naturally bears the lion's share of this work, and it must be obvious that the pattern system will throw upon heads of departments a great new burden of consulting and advising that will largely duplicate, and ought

to eliminate, the work of the present Consultants' Committee. In some departments the work will be so heavy as to suggest the need of departmental secretaries; in all of them, the heads must be relieved of part of their teaching and committee work.

In this indirect and unexpected way, the new patterns will bring about a great improvement, for the Consultants' Committee itself would be the first to admit that however well-intentioned our methods of guidance may be, they do not work. Under the present system, a freshman is assigned to a consultant before he registers. Each consultant becomes responsible for forty or fifty students whose careers he must vigilantly follow. In recognition of this great demand upon their time, consultants are supposed to be relieved of part of their teaching duties, but under the strained conditions of the last three years—conditions which may continue for the next six—no consultant has yet experienced that relief. The advising of students, most of whom are complete strangers with whom the consultant has no other contact and no common ground of experience, becomes therefore an intolerable added burden, and no consultant has a good word to say in private conversation about this arrangement. It can readily be seen that the freshman does not benefit by such a service.

If the consultants actually were relieved of a quarter or a third of their other duties, we should have a very expensive system; it is equivalent to employing some twenty additional instructors of all grades from Lecturer to Associate Professor. The outright appointment of twenty new instructors would reach some way toward the ideal solution, for the present scheme is after all founded upon a false assumption. The natural tendency of a student in need of help is to seek a trusted teacher or the dean of his faculty; and the true answer to the problem is to reduce classes to the point where every teacher can be expected to know his students with some intimacy, and to set the deans free from teaching duties, unnecessary committees, and the continual, profitless care of mere machinery.

The common charge that the Consultants' Committee represents organization for the sake of organization seems well-founded. At a time like the present when the University is changing rapidly from a small college to a large and excessively complicated institution, it becomes more necessary than ever to cut out waste motions, trim off excrescences, and reduce our proliferated machinery to smooth and orderly efficiency. The University has "just growed," in short; it is over-organized; and the emergency of the next few years has explosive possibilities. We may congratulate ourselves, then, that the new system of Patterns will send students to their natural advisers and render the Consultants' Committee obsolete.

There may remain over and beyond the work of departmental heads some areas in which counselling of the Cameron brand may be very much to the point. It is for that reason that we have asked A. A. Ryan of the Department of English and Douglas E. Smith of the Department of Philosophy, both of whom have just returned from war service, to give us an article on the subject of personnel selection, guidance, and counselling in the armed forces. Little enough that is good comes out of war; but in the last six years Canada has built up a mass of experience in the study of individuals that ought not to be wasted. If we cannot reduce the size of classes and set deans free to do their proper work, we can at least draw upon the experience of men who could not afford to fumble.

Paying the Bill

The problem of adequate support for public institutions is one of the most important that Democracy still has to solve. Practically all of the universities, hospitals, museums, and art galleries of the Old World were built and endowed before the ideal of a classless society was even whispered. As we approach that ideal, the number of wealthy persons dwindles, and public institutions must depend upon taxation.

The President's statement, then, in his Report to Convocation, that we have nearly reached the limit of what may reasonably be expected in genuinely public support of this University, is not so much an index of the small population of Alberta and its poverty as a confession that in his opinion Democracy cannot work. The entire registration at the University of Alberta is made up of Alberta boys and girls; if there are enough parents to beget and rear them, there are enough parents to pay for their education. And at a time when liquor profits—profits, not expenditures—reach astronomical proportions, we ought to be ashamed to say we cannot pay for education.

Nevertheless, if a large part of the wealth of Alberta is siphoned off to the east, we have a perfect right to demand that the east should help us pay our bills. Hart House at the University of Toronto and Nissen huts on our campus do not reveal Democracy at work, especially when Hart House was built out of farm machinery. Not that we want Hart House. By no means: we would rather have scholarships. But if, as have-nots, we find it impossible to educate those-who-have to the true meaning of democracy, we can still find money for necessities. And education is a necessity.

The real fault lies deeper. No party seeking election has ever campaigned on a platform of high taxation. In other words, parties and governments do not take the people into their confidence. Every government in the world is therefore hopelessly pinned down to hypocrisy, hidden taxes, and bad faith. In Britain, recent governments have learned that people will respond, and respond nobly, to necessities properly explained. No government anywhere which explained to the people what their educational dollars do for them, would have any difficulty in collecting all the money that is needed. At least, so we believe and must believe if we are to believe at all in Democracy and what it means. It means equal opportunity for all, *created by all.*

The Editor Says:

After writing "Paying the Bill," we were heartened and confirmed in the faith by an editorial in the *Edmonton Bulletin* for June 20 which approved of spending $6,500,000 this year on the National Research Council. The editorial is entitled, "Job Makers," and concludes: "The research workers make jobs for others. They deserve good pay and all the expense money they can spend to advantage." This is precisely the intelligence which we are sure can be expected of a democratic—that is to say, an educated—electorate.

The War Records Committee is grateful to the many readers who sent in corrections of the Honor Roll—grateful, and somewhat red in the face, so many corrections being necessary.

Last winter Dr. Miller, who has just retired from St. Stephen's, spoke to the Men's Faculty

Club about the Garden of Eden. It was a memorable experience to all who heard him. When Dr. Miller set about condensing the paper for *The New Trail*, eye-trouble interfered. He therefore gave the Editor permission to squeeze the paper down to our size. It was a difficult task; and, as we have been dilatory about it, we were unable to show Dr. Miller the result. We hope we have not seriously misrepresented him; but perhaps all will be well if readers will condemn the Editor for anything they may find amiss. There are not many Dr. Miller's in the world; and of the available supply, none works for *The New Trail*.

The only complaint we have about Miss Macleod's "Travelling Library"—evidently it travels in more ways than one—is that it is too short. We shall therefore ask Miss Macleod to expand the last paragraph into another article for a future issue. Valuable work may be done in cramped and cheerless quarters; and our admiration for the Extension Library, a most helpful and happy organization, increases with a visit to their basement home. Stone walls do not, for them, a prison make, even in the lower regions of the Court House, but it may be recorded as evidence of an interesting association of ideas that the Editor went looking for them in the city jail.

In this issue Dr. Romeyn of the Provincial Laboratory presents inescapably the implications of overcrowding in the University. This Laboratory is worth, literally, hundreds of thousands of dollars a year to the Province since it conducts free or at nominal cost one hundred and fifty thousand tests a year, each of which, elsewhere, would cost the patient from five to twenty-five dollars. A single dollar for each test run would in a single year provide money enough for proper housing. It is gratifying to learn that some provision, though makeshift, is to be made for this important branch of the University at once and that there is hope of better accommodation in the future. Dr. Romeyn's eloquent charts will bring fear to the heart of every intelligent reader, fear of those tragic mistakes that crowded quarters and insufficient equipment may bring, mistakes that involve human lives.

The Department of Animal Science celebrated this year the twenty-fifth anniversary of Feeders' Day. For the occasion they wrapped up their program in a special cover. As most of the articles are technical, they are safe from our profane hands, but we have stolen without shame a very revealing article by Dean Sinclair, entitled, "Animals Can Talk." We would like to congratulate Animal Science on the silver anniversary of a most valuable—and widely appreciated—institution.

Extra Assignment

"You couldn't call it a nightmare," said the Old Professor, "It wasn't that. I wasn't in the least disturbed at any time. It was simply a problem, another problem. And I knew there was an answer to it somewhere if only I could light on it, as I felt quite sure I would."

"Very curious," we remarked, "Was there something behind it? Did you know him?"

"Nothing I can think of—I had been knee-deep in the blood of freshmen during the evening, but this lad was a senior. My guilty conscience, I suppose, the limed soul that, struggling to be free, drags in oddments of all sorts."

"But where did it all happen?"

"Right here. Here in this very office. I was deep in a Master's thesis, and I thought suddenly, 'Why, why this child has missed the boat! There's ever so much more in this subject—there's a literally terrific—' and there he was. Sitting in that very chair where you are now. I don't even know how he got in; he was there, simply."

"And he had his gun then?"

"Yes—revolver. It was pointed straight at my heart—I could touch the very spot where the bullet must have gone—that is, if it had gone."

We did not repress a shudder.

"Oh, not at all," said the Old Professor, "Not at all. It wasn't in the least disturbing. And yet one would have thought . . . 'What's that for?' I asked. And, as I told you, he said he was going to kill me. 'Dear me,' I said, 'How unusual!' I mean, I had never been killed by a student before, and it struck me as

being rather odd, you know, that I should have lived all these years and not had that experience."

"And that all experience is an arch . . .?"

"Nonsense! Nothing of the kind. I just thought it unusual to be killed by a student, seeing that no student had ever killed me before."

"In fact, unique."

"Quite. And then it came to me that the poor boy was unhappy, so I said, 'Tell me about it.' But he had a perfectly fierce determination not to accept the physician—like the small child who has cut his foot, running barefoot, or hurt himself in some way and will not let you do anything for him. He didn't mean to tell me about it; he said he had come here to kill me and that's all there was to it. But I said, 'My dear fellow, be reasonable! There must be some reason why you want to kill a man.' The odd thing about it was that I had absolutely no curiosity for my own sake—and no fear. It didn't matter in the least to me that he wanted to kill me, or why, but I had a feeling that he really ought to get it off his chest—that is, for his own sake. And at last I got it."

"You flunked him, I suppose."

"No, not at all; he did rather well, as a matter of fact."

"Oh, now . . . "

"Cross my heart and hope to—to die. What he said was that I hadn't taught him anything!"

"Not really?"

"Yes indeed. He had spent a whole year in my class and hadn't learned a thing. But I said, 'My dear boy, this is shocking; you must have learned *something*!' 'No, Sir,' he said, 'Nothing.' I assure you it was the worst shock I ever received. It quite unmanned me; I felt faint. So I said, 'Open the window, won't you, please?' And do you know what that young brute replied?"

" 'Open it yourself'?"

"No. He said I'd already had all the air that was coming to me."

"What then?"

"I opened it myself, and then I gave that young cub a lesson in manners. I told him it was simply preposterous to act like that and that students on this campus were gentlemen. I told him I simply would not have it, I wouldn't stand for it; he could kill me as much as he liked, but he must do it politely, courteously—otherwise I wouldn't have anything more to do with him."

"No doubt he apologized?"

"Of course he did!"

"And then you bared your breast and said, 'Shoot if you must this old grey head'?"

"Nonsense. Then I began to wonder what to do next and whether it wasn't time to bring the interview to an end. I thought of lifting the telephone off the hook—but I couldn't bear to bring that nice little telephone girl into a mess like this—and I thought of opening the door and shouting for Harry Lister . . ."

"Harry Lister!"

"Yes, I know—rest his soul! But he was a grand lad in an emergency. I *told* you this was all a dream . . . "

"Well?"

"So I came back and sat down; and I said, 'I feel better now; would you like to go?' But the stubborn mule just sat there—but I must give him credit for getting the better of himself: with the most winning, engaging smile in the world, he said, 'No, Sir, I still have to shoot you.' 'Dear me,' I said, 'I'd forgotten—but now, look here, I don't quite believe all this, you know. Well, tell me, could you have learned more anywhere else?' He said, 'Certainly!' And when I asked him where, do you know what he said?"

"In *my* class, I suppose."

The Old Professor glared, but brushed it aside. "He said he could learn more in ten minutes at First and Jasper than he could in my class for a year!"

"You felt duly insulted?"

"Not at all. It took my breath. I thought he had an idea, a real idea, a splendid idea—'By Jove!' I said, 'Don't let that go, hang on to it—I'll tell you, work it up, write me a little essay on it . . .' And of course you know what happened then."

"Frankly, I don't," we said, a little mystified.

"Pshaw!" exclaimed the Old Professor, "You ought to know what students are like by this time—Give them an extra assignment, and they all yell."

"He yelled, then?"

"Nonsense! He evaporated."

the chipmunk

In April the Minister of Education announced that the Government had decided to abandon the new system of teacher training described in **The New Trail** for October, 1945, by Dr. W H Swift, now Deputy Minister of Education There was an immediate storm of protest from many quarters, whereupon the Government withdrew from its extreme position. The new system is to continue with a few minor changes This little dust-up has cleared the air and demonstrated the value of the new arrangement Indeed, the Province of Saskatchewan, whose representatives carefully studied the Alberta scheme, has paid us the compliment of imitation, and will inaugurate a similar course this year It takes magnanimity to admit a mistake, and we feel that the Government is to be commended for being so responsive to public opinion

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The death of W. D Albright in May came as a shock so soon after he had been awarded an honorary LL D. degree at the January convocation. His work as Director of the Beaverlodge Experimental Station was of utmost importance to Agriculture in the northland.

At the May convocation honorary degrees of LL D were conferred upon Dr. G. F McNally, until recently Deputy Minister of Education for Alberta, and the Honorable Mr. Justice Ford, our Chancellor. The Chancellor delivered the convocation address Laval University has done us the honor to follow suit, conferring the LL D. upon our Chancellor some weeks later.

Engineering graduates for years past and many others will hear with regret of the retirement of Dean R. S. L. Wilson. The heavy burdens of recent years have been a strain on his health, and he plans to live at the Coast. His work will be taken over by R. M. Hardy who has been appointed Acting Dean to the general satisfaction of the whole Faculty of Applied Science.

The Flavelle medal of the Royal Society of Canada was awarded this year to Dr. William Rowan of the Department of Zoology in recognition of distinguished work on the Migration of Birds. This is the first time in the twenty-two years of its history that the Flavelle medal has gone west of Winnipeg, and the second time that it has gone west of the Great Lakes Among the twenty-one other persons so honored in the past, however, are two who had previously served at the University of Alberta, Dr J. B. Collip and Dr. R. W. Boyle.

This is not the sole distinction that has come to Dr Rowan this year. He served as Chairman of an important section of the International Wild Life Conference held in New York in April and lectured to the University of Michigan at Ann Arbor by special request.

At the same meeting of the Royal Society, the Tyrrell medal for excellent work in History went to Professor A. L. Burt of the University of Minnesota, for many years a member of the staff of the University of Alberta.

Not least among those who confer honor upon the University is the President himself who has been selected as one of a party of fifteen to represent Canada as guests of the Royal Society of England at a conference held from June 17 to July 8. With seven others of the Canadian delegation, the President will remain a further two weeks in England as a guest of the British Government during the meetings of the Official Commonwealth Scientific Conference. The purpose of the first con-

ference is to examine the main scientific problems of common interest to Britain and the Dominions, from nuclear energy to pest control. That of the second is to design such co-operative arrangements as may be practicable to expedite the solution of the most pressing problems. The President will also attend the Newton Tercentenary observances and a meeting of the British Association for the Advancement of Science on July 20-21.

Like everyone else, the president of a university must find it difficult at times to see the wood for the trees. Even in England the President will be unable to escape campus duties entirely, but we trust he will find there inspiration for the years ahead.

Registration for the 1946 Summer School has reached about 1,500. A number of distinguished visitors will lecture on the campus, including Professor R S. Knox of University College, University of Toronto, with a course in Shakespeare, Professor J. E L. Graham, United College, Winnipeg, Political Economy, and Dr. E T. Mitchell, University of Texas, Ethics. Dr. Mitchell is one of our own graduates. Among women instructors, several are also graduates of the University, including Dr Aileen Dunham of the College of Wooster, Ohio; Dr Esther Prevey, Director of Family Life Education, Kansas City; Miss Betty Mitchell, Calgary, Lecturer in Dramatics; and Miss Isabel Landels, Lethbridge, Lecturer in French.

In keeping with the increased demand for education in every field, students are registering in unprecedented numbers for the Banff School of Fine Arts which opens July 17th and continues until August 24th. At the time of going to press, some 447 students had registered and paid their fees. By divisions the registration is as follows:

Theatre	105
Weaving	32
Leathercraft	23
Oral French	43
Music—Piano	43
Choral	11
Art	190
	447

In spite of the fact that the ceiling was raised from 400 to 450, and after providing additional instructors to cope with the increased enrollment, from five to eight students a day are being refused admission.

Students are coming to Banff from all over the American continent—and one has registered in the Theatre Division from Haifa, Palestine!

In anticipation of this record enrollment, University officials negotiated last winter with the War Assets Corporation and acquired from the former German prison camp at Ozada, thirty-five miles east of Banff, six military huts, each twenty-four by fifty-five feet. These have been freighted to Banff and erected in the form of a bungalow court.

Splendid co-operation came from the National Parks authorities who provided a suitable site at 502-503 Cougar Street. It is planned to use this accommodation only for four or five years; for that period it greatly relieves the housing problem for the Fine Arts School students Because of the previous association of these hutments, the dormitory has already been dubbed, "Stalag Banff, No. 1."

Those persons to whom seeing is believing will find the campus littered this summer with acceptable evidence. The first of four Cowan huts—also called Nissen huts, dog-houses, and igloos—has been erected across from the Cafeteria, closing the loose quadrangle formed by the Arts building and the North and South labs. Each of these will be divided so as to provide eight or more lecture rooms in Eskimo Village In addition, a Machine Shop is to be built north of these huts, as well as a new Soils Laboratory It has also been announced that a $60,000 animal pathology laboratory, to be operated jointly by the University and the Provincial Department of Education, will be built on the campus as soon as materials are available.

The Machine Shop has been located above the Print Shop for several years; the space vacated there will be given over to the Bindery which in turn will free some sorely needed space in the Print Shop proper.

The new Nurses Home behind the University Hospital on the road the Air Force built to connect the Drill Hall and residences with the Normal School—now the Education building—

is well on its way with brick work being done on the third floor. It will be ready for occupancy during the year.

The greatest upheaval, however, has taken place behind the Medical building where excavacations have been made for the East and West wings Brick and steel have been procured, and work is expected to go forward steadily on these extensions, but it is unlikely that they will be in actual use before the spring of 1947. South of the Medical building, across 89th Street, an army hut is being re-stuck to give sorely needed space to the Provincial Laboratory.

It is proposed also to construct three buildings each containing four two-storey apartments on 87th Street in the same double block as St Stephen's College, as a housing scheme for members of the staff. The shortage of housing has prevented us from obtaining the services of a number of desirable instructors.

Poking about the University a few days ago, we were astonished to discover that the cheese laboratory of the Department of Dairying had been housed all winter in two stalls of the University garage The sump for grease drainage acted, not too satisfactorily, for elimination of waste As the Dairy industry assumes greater and greater importance in Alberta, and will continue to do so, we cannot believe such disgraceful housing for important work will be permitted to continue.

Minor changes and alterations seem to be going forward in every building on the campus The dining room of Pembina is to be enlarged, a task which involves cutting out the lowest section of a brick wall and underpinning the upper sections, a delicate operation. An enlarged refrigerator is being built in Athabaska, walls are being torn out and replaced in the South Lab, and in the frequently remodelled Power Plant concrete has been poured for the footing of a new 500,000 watt generator ordered some years ago At present the University pays $600 per month for city electricity

It is the poor old Arts building that suffers most from hammer and saw. The Bookstore and Post Office are eating up half of the basement hallway in front of them, and classrooms on the second floor are being converted to the use of the Registrar, leaving one lone classroom available on that level. Laboratory space remains in the basement and on the third floor, but the rooms now available for general teaching use grow fewer and fewer. The vision of students and instructors dodging about the campus at forty below, hunting for Nissen huts to duck into, is not a pleasant one. If the administration, in an institution whose prime function is teaching as the President reminds us, is to have the best space at present available for teaching, perhaps we ought to campaign now for a new Arts building. But we understand that an Administration building is listed among future plans, and that the wreck of Arts will one day be restored to its original use. The allotment of space, of course, is a grievous problem in a University that is sorely overcrowded, and there are no doubt good and far-sighted reasons for everything that is done The real difficulty is to discover what the reasons are. The emergency of next September will certainly tax the nerves and patience of everyone; but the present disorderliness of the campus proves that some extra space is coming. In the end we shall all perhaps be shaken down into choice quarters in the best university in Edmonton.

It has been announced that the Dominion Government, through the Central Mortgage and Housing Corporation, will spend $135,000, and the Provincial Government $100,000 to convert buildings at the U S. airport for student housing. It is expected that one hundred and thirty-five married veterans and from eight hundred to a thousand single ones can be accommodated there There will still remain a housing shortage in Garneau of serious dimensions, but this scheme will help very materially. It is to be operated on the same terms as the suites already occupied by veterans in the Bonnie Doon district.

In Memoriam

THE LATE E. H. BOOMER

At the time of Dr. Boomer's death, we were unable to find a good photograph of him. Mr. J. L. Irwin, Supervisor of Publications, Publicity Bureau of Alberta, has donated to the University Library the excellent likeness from which the above cut is taken in the *1945 Oil Review*, published by the Provincial Department of Economic Affairs. Mr. Irwin has printed a very fine tribute to Dr. Boomer's life and work.—*Ed.*

In Memoriam

CYRIL GEOFFREY WATES*

How often it has been said of an active man after he has passed on, "It seems impossible to think of him as dead." It is that way with Mr. Wates.

Until early in 1939 he was a man of strong physique, but at that time he was overtaken by a heart condition. A period of several weeks was spent in the hospital and a good recovery was made, although the former tempo of life was not again possible. Following this he enjoyed moderately good health until about a year ago, and then a decline set in. But crisis after crisis went by, and early this year he appeared to have regained a lease on life. After months of absence from his office, he returned during the last week of January for a half of each day. On Saturday, February 2, he seemed much improved and his friends noted more of his old-time sparkle. But in the evening of that day, in the quiet of his own home, he suddenly collapsed and it was all over in a few minutes.

Mr. Wates had a varied and rich experience. A telephone engineer by profession, he had many hobbies. He was a gifted writer and speaker, and he had a strong leaning to scientific fiction, but he also wrote verse and composed music. Besides, he was a lover of the mountains, of the sky, and in fact of everything pertaining to the great outdoors.

For many years he was a member of the Edmonton Centre of the Royal Astronomical Society of Canada, and he gave it unstinted service. He was a frequent contributor to the to the programme as main speaker, but he also gave a short talk on the Handbook at almost every meeting. And members will recall with what pleasure he brought to meetings articles or poems on astronomical topics. He was President of the Centre in 1938 and at his death he was entering his second year as a member of General Council. Perhaps, however, he was best known to members of the society at large as the winner of the Chant Medal just two years ago, the award being largely for the construction of a 12.5 inch telescope which he donated to the University.

His interest in astronomy was very real but perhaps the greatest hobby interest of his life was the mountains, and to know something of his interest in mountaineering is to get a greater insight into the character of the man himself.

In the Canadian Alpine Journal of 1941 there appeared an address which he had given on "Men, Mountains, and Motives," and it is the story of what the mountains had meant to him. It is told in his delightfully simple and charming style, and the narrative is rendered impersonal by being given as the experiences of "my friend."

The evolution is interesting. He was in succession impressed by the mountains for their mystery, their friendliness, their aloofness, their beauty, their grimness, their difficulty, their sweetness, and then in the course of his mountaineering experience by the companionship, the sharing and the fun which they engendered. This joy of sharing was characteristic of his life. He loved to lead beginners to vantage points from which to view scenes of mountain grandeur he had previously enjoyed, and later with his telescope he loved to share with the inexperienced the beauties of the sky which are otherwise invisible.

In 1938 he was elected President of the Alpine Club of Canada. Many were the years that he had participated in ardent activities at the annual camps, and none but his closest friends can realize how great was the disappointment when by virtue of his illness in the winter of 1939 he was to be unable to go to the camp that year of his presidency and play his usual active role. Yet he felt no bitterness about his fate, and he wrote:

"My friend is drawing near to the autumn of his life. No more for him the lonely bivouac, the splendor of the dawn on windy heights, the chip of axe on brittle ice, the drowsy hour on

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*From The Journal of the Royal Astronomical Society of Canada, Volume XL, February, 1946.

sunny summit. Some day the tapestry will be folded up and laid aside, but still the loom of the mountains continue to weave thread after thread. Life holds, as for all men, its disappointments and its sorrows, but the great hills weave the thread of Comfort. In these days of strife and hatred it is easy to sink into an indifferent materialism, but the mountains weave the thread of Worship. The roar of battle echoes across the world but the mountains weave the thread of Peace."

Quite truly, his was the serenity of the distant hills and of the silent starry sky.

"Whoso the summit doth once attain
Shall never be quite the same again."

As the funeral procession left the little chapel there came from the organ strains of the music which he had composed for an Indian Prayer. That prayer has become a theme song at Alpine meetings, at which he had so often led in its singing.

Be with me O Great Spirit
When I climb the lofty mountains;
Be with me when I cross the sun-scorched valleys;
Turn Thou Thy face to me.
With a smile like the sun at morning;
Keep Thou Thy hand in mine, until Thou leadest me
Into the Land of the Setting Sun.

J. W. CAMPBELL.

Report of the President to Convocation

1945-46

This year for the first time I have to report that the academic work of the session does not conclude with the spring Convocation. Some 450 student veterans, who registered at the beginning of January, will carry through till August. This group is one reason for our record total registration of 4,811 students, as compared with last year's record of 2,631. The other reasons are a further increase of 441 in the 1945 summer session (total 1,511) and a jump of 1,380 in the regular winter session (total 2,993). Counting both men and women, two out of every three extra students we have had this year were war veterans receiving rehabilitation benefits.

That means we have had 1,461 student veterans with us this year, and if living accommodation can be found (which unfortunately seems doubtful) there is every reason to expect at least that many more next year. Our increase this year also includes 721 civilian students (half of them in the summer session) and we turned away 150 qualified civilians last fall, asking them to wait a year in favour of the veterans, many of whom had already waited several years for an opportunity to begin university work. If these deferred civilians come forward again this fall, together with a normal crop of new matriculants from the high schools, we shall face a period of intensified overcrowding.

The large overall increase in student numbers this year was spread over all faculties and schools. I shall illustrate this by citing two of the smaller groups and two of the larger ones.

	1944-45	1945-46
Commerce	33	171
Law (including pre-law)	19	114
Applied Science	348	654
Education	160	793

The Faculty of Education is now second only to the Faculty of Arts and Science in the size of its student body. There took place here not only the post-war growth characteristic of all faculties, but a further increase due to the popularity among the teaching profession of the transference of all teacher-training to the University. Another point of interest with regard to the Faculty of Education is that 155 of its students this year were located at the Calgary branch.

I said in my report to Convocation a year ago that V-Day in Europe was D-Day in Canada. The universities are now fighting their "Battle of the Bulge." We have attacked, and must continue to attack, problems of space, equipment, and staff.

A moment ago I indicated in passing that the prospect for adequate student housing next session was not bright. A committee representing the local office of the Department of Veterans' Affairs, the Provincial Department of Economic Affairs, and the University, has kept the problem under constant study for some months. A careful survey by this committee shows that some 2,400 additional veterans, of whom about 500 are married, desire to enter the University next fall, and that there is almost no living accommodation available for them. The City of Edmonton, which undertook last year a scheme whereby 107 suites reconstructed from Dawson Creek huts, with funds advanced by the Provincial Government, were made available to University married students, announced a couple of months ago its inability to do anything further along this line. The committee has been urging the Dominion Government to advance funds for a large student housing scheme at the former American airport in Edmonton, these funds to be recovered out of rentals as in the other scheme. This seemed a reasonable thing to ask of the Dominion Government, since the need arose out of the Dominion rehabilitation scheme. However, it now appears that that government is not prepared to finance any accommodation for single men, and not more than 100 suites for married men. The present outlook for many would-be student veterans is therefore rather gloomy.

The prime function of a university is teaching. Naturally we should co-operate wholeheartedly in any practicable housing scheme, but we would not be justified in imperilling the successful discharge of our first duty by diverting our energies to a large-scale temporary housing project for the organization of which we have neither the funds nor the machinery. The University's organization is likely to be stretched to the breaking point to provide the necessary classroom accommodation, equipment, and staff. Since VE-Day we have appointed over 100 additional instructors in various ranks, about 60 of these on a full-time basis and the remainder part-time. As every other university is doing the same sort of thing, it is not difficult to realize that keen competition for qualified personnel has developed. One of the determining factors in getting new staff members is now the possibility of finding living accommodation for them. This University, like some others, has been obliged to plan a temporary housing scheme for staff as the only way of securing the fulfilment of our teaching function.

We are trying to make the greatest possible use of our existing classrooms and equipment by running teaching schedules from 8 in the morning till 10 at night. Timetables for next session will omit any formal lunch hour, leaving staff and students to lunch at 11 or 12 or 1, depending upon which hour they have free. Through the co-operation of the City School Board we have been able to retain the former University High School building for University teaching purposes. That school moved with the Faculty of Education into the former Edmonton Normal School building. Our permanent building programme has now been launched with the letting of a contract for extending the west wing of the Medical building, and we expect to proceed with the east wing extension a little later this season. Other buildings we hope may follow in due course, though the scarcity of building materials and inflated costs make it difficult to plan with certainty. Meanwhile, we are proceeding with the erection of army huts on the campus for use as temporary lecture rooms and laboratories, as fast as these huts can be obtained.

To illustrate the exigencies of our position I shall refer to chemistry, a subject studied by many students because it appears in the curricula of several faculties. This subject is taught in the west wing of the Medical building, where there is laboratory accommodation for about 800 students. During the past ses-

sion that Department has had about 2,000 students. That explains why the contract for the extension of the west wing was let first.

The sudden expansion in the size of the student body has also posed serious questions of finance. The University Survey Committee four years ago came to the conclusion that it costs annually about $250 per full-session student, over and above the fees paid by the student, to run the University satisfactorily That estimate was based on the pre-war number of students. The per capita cost went up during the war as the student population diminished. It has gone down this year when our numbers went up. It is not safe, however, to count on much less than $225 per student. During the past year our financial situation was eased by a Dominion subsidy of $150 for each student veteran. Similar help on a slightly modified basis is expected during the coming year, and may be continued throughout the four or five years of the rehabilitation period, naturally diminishing from year to year as student veterans graduate or exhaust their period of entitlement to Dominion benefits. After that we must meet from provincial sources the full cost of higher education.

Since we may have over 4,000 full-session students next year, it can be seen that we shall require not far short of a million dollars for current expenses over and above the revenue from student fees. To this must be added substantial annual expenditures over a period of years for our building programme. We know that our Provincial Government is well disposed towards the University, and sympathetic with its needs, but we appear to be approaching dangerously near the limit of expenditure which a Government backed by only 800,000 people may reasonably be asked to support. Consequently we must consider ways and means either of reducing our expenditures or of getting access to supplementary funds.

We can reduce expenses by reducing the number of students or the number of our departments of instruction. No one likes to contemplate reducing student numbers by stiffening entrance requirements, as these requirements are already rigid enough to ensure that most students who enter are capable of profiting greatly by their university experience. We have no departments that are not serving an apparently indispensable purpose. A rumour lately circulated in regard to the possible closure of one department stirred up a storm of public protest. The same would be bound to happen in regard to any department in danger of discontinuance.

We can secure supplementary funds by raising fees, by Dominion subsidy (such as we are temporarily in receipt of now), or from private sources. We hesitate to raise fees, unless a system of scholarships can be established for able students who might be excluded by lack of means. The case for continued Dominion subsidies, after the rehabilitation period is past, must rest on the national importance of an educated citizenry and the high cost of higher education—a cost so high that the universities must have access to big money such as only a national government can command. The third source of supplementary income, private support, should become increasingly important as the Province grows older. Industries that benefit directly by the work of the University might well contribute directly to its support. Furthermore, there is an unaccountable reluctance on the part of wealthy citizens to make gifts or bequests, other than for scholarships, to a state university. One would think that because the people themselves own the University they should be the more eager to help it.

There is not time here to review the annual reports of the various faculties, committees, and administrative officers. They will be included in our published report for the year. But I should like to pay tribute to the hard and good work done by the staff of the University under trying conditions of overcrowding and overloading. It is a pleasure to add that the student veterans, who were the immediate cause of the extra burden, have been exemplary in their diligence and have fully justified the efforts put forth in their behalf. We are now on a system of year-round operation. The session that opened on January 3 runs through to August, and a special summer term for a new lot of first-year student veterans will open May 21. The war, with its call to extra duty and unstinted effort, will not end on the university front for some years yet.

R. NEWTON.

15.5.46

University Press Releases

Tuesday, April 16, 1946

The Senate of the University of Alberta has approved the award of the honorary degree of LL.D. to the following persons:

The Honourable Mr Justice Frank Ford, who is completing this year his term of office as Chancellor of the University.

Dr. G. Fred McNally, who has just retired as Deputy Minister of Education after forty years' service to education in this province.

Dr. J. B Collip, formerly Professor of Biochemistry and a graduate in Medicine of this University, who succeeded the late Sir Frederick Banting as Chairman of the National Research Council's Committee on Medical Research.

Mr. Justice Ford and Dr. McNally will receive their degrees at the Convocation on May 15, when the former will give the special address Dr. Collip's degree will be awarded at the medical Convocation on October 5, when he will be the special speaker.

Monday, May 27, 1946

In preparation for the unprecedented number of students expected in the fall of 1946, the Board of Governors has authorized during the month of May the large number of appointments listed below. Since a few of these appointments were made to replace permanently or temporarily persons retiring or going on leave of absence, the latter changes are indicated at the head of the list.

Resignations—Professor R. S. L. Wilson, Dean of the Faculty of Applied Science; Dr. J. S Shoemaker, Professor of Horticulture; Dr. W. L Dunkley, Assistant Professor of Dairying; Miss M. H. Faunt, Lecturer in French.

Retirement of Dr. H C Jamieson, Professor of Clinical Medicine and History of Medicine, effective October 5, 1946. Appointed Honorary Professor of Clinical Medicine, effective at date of retirement.

Leave of absence for 1946-47—G. Ford, Lecturer in Civil Engineering; F. W. Peers, Assistant to the Director, Department of Extension.

Return from war service—Dr. D. E. Smith, Assistant Professor of Philosophy; A. L. Doucette, Assistant Professor of Education.

Appointments—Faculty of Arts and Science: Dr. R. E. Folinsbee, Assistant Professor of Geology; J. E. Moore, Lecturer in Zoology; Dr. W. M. Bowden, Sessional Lecturer in Botany; Miss L. L. Kennedy, Sessional Instructor in Botany; Miss Margaret Nancy Davis, Sessional Instructor in English; J. E. Gander, Sessional Instructor in English; R. R. Wark, Sessional Instructor in English; Miss C. Van Der Mark, Reader in English; Miss P. Cowan, Sessional Instructor in Latin; Miss M. Primeau, Sessional Instructor in French; A. J. Filmer, Sessional Instructor in Physics; T. Gillespie, Sessional Instructor in Physics; J. G. Weeks, Sessional Instructor in Physics.

Faculty of Agriculture: Dr. R. J. Hilton, Associate Professor of Horticulture; F. W. Wood, Assistant Professor of Dairying; J. W. Howe, Sessional Lecturer in Animal Science.

Faculty of Applied Science: R. M. Hardy, Acting Dean, Faculty of Applied Science; Dr. J A. Taylor, Professor of Chemical Engineering; L E Gads, Assistant Professor of Civil Engineering, R. E. McClary, Demonstrator in Electrical Engineering; R G. Proudfoot, Demonstrator in Electrical Engineerirng.

Faculty of Dentistry: Dr. J. H. Barr, Sessional Lecturer in Dentistry.

Faculty of Education: Dr. C. Sansom, Acting Director of the Calgary Branch, Faculty of Education, for 1946-47; Miss H. B. Stadelbauer, Lecturer in Art, Calgary Branch.

Faculty of Law: C. W. Leviston, Sessional Instructor in Law.

Faculty of Medicine: Dr. W. C. Stewart, Assistant Professor of Physiology and Pharmacology.

School of Nursing: Miss Eleanor MacIntosh, Science Instructor.

Other Departments: Alan W. Bell, Executive Assistant to the President; J. K. Ferguson, Junior Accountant; Miss T. M. Johnson, Assistant Professor of Physical Education; R. L. Hughes, Assistant Professor of Physical Education; Miss Constance I MacFarlane, Warden of Pembina Hall and Sessional Instructor in Biology; Miss Norma Watterberg, Junior Assistant in the Library; J. Kastelic, Director of the Nutrition Laboratory.

Faithful Servants

D. E. Cameron

D. E. Cameron *

"Ladies and gentlemen, we are here tonight as friends of Mr. and Mrs. Cameron —just a handful of the army of their friends and well-wishers throughout Alberta. We have no official status or existence. We are here to tell them what a sorrow it is that they are leaving us, but also to tell Mr. Cameron how glad we are that the burden is about to be lifted from his shoulders and to wish them long years of happiness together.

"I have no intention of trying to tell Mr. Cameron all we think about him. Even if I could do with words what Mr. Cameron can do—and neither I nor anybody else at the University can do that—I should not dream of trying to say fully what we all feel. After knowing a man twenty-five years one can leave some things unsaid, especially the big things. If he has not a fairly clear notion of what we think about him, then that is one of the very few matters he has not clear notions about. But in case he does not know, I am going to risk affronting his modesty by saying one or two things very plainly.

"We have certainly not the best library in Canada, but just as certainly we have had the best librarian. To him, every part of the University—but very especially the Faculty of Arts and Science—owes a great debt. He knows his way about in many departments of knowledge, not merely the well travelled highroads but many of the lanes and bypaths as well. His intellectual alertness and curiosity have been at the service of every one of us; and we have all gone to him for help. Old Dominie Sampson in Scott's *Guy Mannering* thought an academic librarian the greatest and happiest of men. I hope Mr. Cameron has been happy in the library; I am sure that in his scholarship and wisdom, and in his inexhaustible kindness day by day he has not lacked greatness. This University has had no more honest and distinguished servant.

"But he has been much more than a librarian. No man of learning could be less alarming or formidable. All kinds of people from outside the University—including very unbookish people, not the less welcome on that account—have found their way to his office. They have all gone away feeling the University was a friendly place. For many of them the University means Mr. Cameron. He has been our best spokesman.

"We were not content to have him go and not leave a portrait behind to hang in the library. I hope you like the portrait and I hope he likes it. And above all I hope the person who knows Mr. Cameron best—Mrs. Cameron—likes it. I am not going to say anything more—except to ask Mrs. Cameron to accept a few flowers to be presented by Miss Freifield, a member of Mr. Cameron's old library staff."

R. K. Gordon.

*This talk was made by Dr. Gordon in presenting to the University a portrait of Mr. Cameron, April 23, 1946.

A. D. MILLER

One more pioneer in education leaves Alberta when Dr. A. D. Miller retires from St. Stephen's College.

Many know Dr. Miller only as Professor of Hebrew Language and Literature, as a specialist in a difficult and ancient language. In reality he is much more. He has been a protagonist in one of the great revolutions in human thought.

At the time when Darwin and Lyell were gathering the evidence to establish the law of evolution, a lesser known group of Old Testament scholars was applying the same scientific methods of study to the Bible. Their conclusions have been summarized by Huxley as follows:

"In this venerable record of ancient life, miscalled a book, when it is really a library comparable to a selection of works from English literature between the time of Bede and that of Milton, we have the stratified deposits (often confused and

even with their natural order inverted) left by the stream of the intellectual and moral life of Israel during many centuries."

Today the Bible is no longer just an armory of texts for endless sectarian controversy; it is restored to its rightful place as the record of the discoveries made by the ethical and religious genius of the Hebrew people, wherein were first announced those moral and social laws which together with Magna Carta and the Bill of Rights are the source and strength of our Anglo-Saxon way of life.

The general acceptance accorded to the law of evolution has not been so freely given to the labors of Biblical scholars. Too many of us still suffer from the misuse of the Bible in Reformation controversies. Dr. Miller dedicated himself to a better understanding of the Old Testament. He is singularly qualified to do this, for he has the scholarship, the unflinching integrity, the common sense and tact needed to overcome prejudice and indifference. He has a way of giving a soft answer that turns away wrath and sets the wrathful to thinking.

Dr. Miller is the kind of teacher that we feel a need of, now that it is almost extinct. He is the old-time critical scholar, that characteristic product of the English University and an essential ingredient of the Anglo-Saxon political and social system, which was transplanted into the New World with the rest of the system, but which has today been nearly choked out by the riotous growth of continental specialists and our indigenous educators. The specialist has given us a mastery over nature. The educator has recognized the need of raising the mass level of education under unprecedented New World conditions. But neither has produced those well-rounded men who developed our institutions and adapted them to changing conditions without the tragic upheavals so frequent in lands where English is not the mother tongue. Those who read the Hebrew Prophets with Dr. Miller learned to combine a deep yet open-eyed respect for the past with a radical yet responsible attitude towards the present.

Dr. Miller's chief work was the fashioning of men for the Christian ministry in a frontier community. He discouraged the arid intellectual that delights in theological anachronisms. He dampened the ardor of the emotionalist. He had students of every faith or of none at all. He taught them all to be true to themselves without intolerance, to be critical and yet sympathetic, to hate sham without bitterness, and to work with all kinds of people to make a better community out of the one they lived in.

We wish for Dr. Miller many years to wander through the Elysian fields of Leaside, Ontario, filling his basket with mushrooms, each of which will recall to him old friends, fungoid and other, that he has left behind him in Alberta.

R. F. Shaner

EDGAR STANSFIELD

Quite a large group of the present university staff came to the campus during 1920-21. These were the years of expansion following World War I. The members of the group were comparatively young men then, but twenty-five years have come and gone. The older ones are now reaching the age of retirement and are being bid farewell as they pass out of the university circle. It is the turn of Professor Stansfield this year. The rest of us see our turn approaching.

A professor, at a university, is thought of as a teacher. But Professor Stansfield's role has not been that of a teacher, primarily. He was brought to the University by President Tory to take the executive responsibility for the newly formed Scientific and Industrial Research Council of Alberta (now called the Research Council of Alberta), and to take charge of the research on coal which was a main item of the program of the Council. Dr. Tory held the view that the Research Council should

be affiliated with the University and saw to it that this became the case. The Council laboratories were housed on the campus, and Mr. Stansfield, its chief full-time technical officer, was given the rank of Research Professor on the University staff. This rank has ridden very comfortably on him. He came to the University with the degrree of M.Sc. from the University of Manchester, and teaching experience at Sunderland Technical College, and with an established reputation in coal research made in Canada principally while serving as Chief Chemist for the Fuel Testing Division of the Mines Branch, Department of Mines, at Ottawa. During his twenty-five years here Professor Stansfield grew steadily in reputation in Canada and among the coal scientists of this continent and of Europe. His scientific work has been a very substantial contribution to the building up of the prestige of both the Research Council and the University of Alberta.

But Professor Stansfield has been a teacher, too. Except during the depression years when research funds disappeared, he has almost always had at least one graduate student doing Master's work with him. The training that he gave in independent research effort, in critical examination and application of the pertinent scientific literature, and in thoroughness in reporting both from the technical viewpoints and from that of the writing of good English composition has been of the finest that has been given in the post-graduate department of the University.

Professor Stansfield is known best around the campus for the interest and part that he has taken in University life and activities. Members of the Philosophical Society, the Men's Faculty Club, and the Science Association have all been his friends and acquaintances through his constant attendance at meetings, his appearances on the platform, and his terms in office. Members of Mayfair have known him since the start of the Club, not as their star golfer, but as good company during an afternoon of fun and relaxation.

Mrs. Stansfield is equally well known and for similar reasons. In addition to raising two boys, Hugh and David, both graduates of the University now, and Veterans, she found the time and had the interest to take a prominent part in the work of the Women's University Club and of the organization known as Faculty Teas, as well as in other activities, both on and off the campus. Professor and Mrs. Stansfield were not quite as familiar figures during the war years as before. They had opened their home to two small children of Professor Stansfield's relations in England and spent much of their time and energy in caring for them.

Professor and Mrs. Stansfield plan to spend their years of retirement at the coast. Just recently while on holiday, they bought a bungalow in the Oak Bay district of Victoria. The bungalow was in process of construction, but they were assured that, except possibly for such unessentials as the bathtub and the hardwood flooring, the place will be ready for them when they say goodbye to Edmonton in August. The good will and best wishes of their many friends at the University will go with them when they leave, along with the hope that the many years of health and contentment which they richly deserve will be theirs.

K. A. Clark.

Honored by Convocation . . . .

MR. JUSTICE FORD, LL.D.

"*Eminent Chancellor*: As this is a matter that intimately concerns you I shall take the liberty of addressing the President of the University.
"*My Lord, Mr. Premier, Mr. President*:

As you know, the Senate of the University has provided that the Honorary Degree of Doctor of Laws from this University should be granted the Honorable Mr. Justice Frank Ford, the Chancellor now presiding, and has recommended accordingly that the Degree be conferred on him at this Convocation.

"Mr. Justice Ford was born in Toronto, Ontario, on the 4th day of March, 1873, and was educated in the Public Schools of that Province and in the Ontario Academy. He took his course in law at the Ontario Law School at Osgood Hall, Toronto, and obtained the degree of Bachelor of Civil Law from Trinity University, being the

medallist in his final year. He was granted the degree of Doctor of Civil Law from Toronto University.

"In 1895 he was called to the Bar of Ontario and was associated as a junior with Mr. Dalton McCarthy, Queen's Counsel, an outstanding counsel at the time. Following Mr. McCarthy's untimely death, he was Secretary to the Premier, who was also then Attorney General of Ontario, and later he became Solicitor to the Treasury of that Province.

"In 1906 he came west and was admitted to the Bar of the Northwest Territories and was Deputy Attorney General of the Province of Saskatchewan until 1910 when he came to Edmonton, where he practised his profession until 1926.

"Mr. Justice Ford has the distinction of having been appointed King's Counsel by the Governments of the three Provinces in which he has lived, viz., Saskatchewan in 1907; Ontario in 1910, and Alberta in 1913.

"During the years he practised his profession at Edmonton he attended before the Privy Council on two separate occasions. In both cases he was opposed by the then Mr. R. B. Bennett, K.C., of Calgary, now Viscount Bennett. Both of the appeals settled important principles of law, particularly Cook *vs.* Cook and The Attorney General. This case settled the principle contended for by Mr. Justice Ford that the domicil of the husband is the domicil of the wife when the latter is seeking a divorce. It is of interest that in one case his Junior Counsel was Mr. Geoffrey Lawrence, who was junior to Mr. Bennett in the other case. Mr. Lawrence subsequently became Lord Justice Lawrence and is presently the presiding Justice at the International trials now being held at Nuernberg, Germany.

"Mr. Justice Ford was a Bencher of the Law Society of Alberta, and Vice-President of that Society when, in 1926, he was appointed a Justice of the Trial Division of the Supreme Court of this Province. He was transferred to the Appellate Division of the Court in 1936.

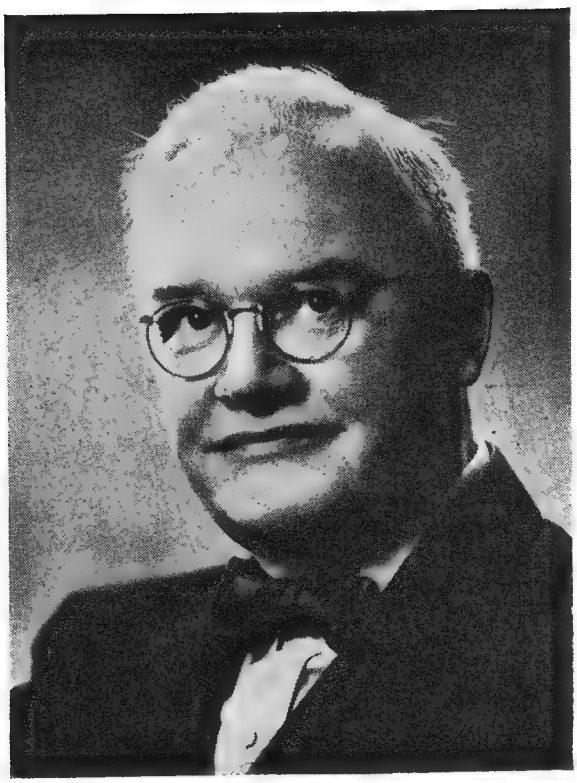
"In addition to being a Justice of Appeal, he is at present Chancellor of the University, Chancellor of the Diocese of Edmonton of the Church of England in Canada, and Deputy Prolocutor of the House of Delegates of the Synod of the Ecclesiastical Province of Rupert's Land. You are doubtless aware that the University of Laval proposes to honor our Chancellor with the Degree of Doctor of Laws at the Convocation of that institution on the 7th of June next.

"As one who practised law for many years before the same Court as did he, and before him as a presiding Judge—not always harmoniously or in agreement with him—I can vouch for his outstanding ability as a Counsel and his great qualities as a Jurist.

"You and I, Mr. President, well know from our association with him as members of the Board of Governors and of the Senate the important and valuable contributions he has made to so many matters pertaining to the University.

"Mr. President: I esteem it an honour, as it is for me a pleasure, to request, with the authority of the Senate of the University, that you proceed to invest the Honorable Mr. Justice Ford with the Degree of Doctor of Laws from this University."

H. H. Parlee.



G. F. McNALLY, LL.D

"*Eminent Chancellor*: I have the honor to present Dr. George Frederick McNally for an honorary degree from the University of Alberta.

"Dr. McNally is not a stranger to this University. In 1911 he received from her his Master of Arts degree. Until quite recently he was a member of the Board of Governors. As Deputy Minister of Education for the Province, he assisted in framing and furthering educational policies of this institution. In honoring Dr. McNally the University of Alberta is honoring a graduate who has maintained a keen interest in the activities of his Alma Mater.

"This is a state institution. Is it not fitting that a provincial university confer honor upon one who, almost since the day Alberta became a province, has served the public faithfully and efficiently. As educational administrator, Dr. McNally has held many positions of major responsibility. The verdict of all who know him and his work is that he has served well the Province and the people of Alberta. Thousands of persons throughout the Province will be very pleased when they hear that Dr. McNally's service has been recognized by the University of Alberta in the manner I propose.

"Mr. Chancellor, I present to you Dr. George Frederick McNally and respectfully ask that you now confer upon him the honorary degree, Doctor of Laws."

M. E. Lazerte.

Alumni Notes

Hello, Folks!

Here we are again to have a friendly and newsy chat with some of our Alumni. First, let us listen to what the different Branches and Committees have been doing.

TORONTO: "Now that the war is over, we are looking forward to a more active Association as people are not moving about so much," says Dr. R E Carlyle '35, '37 of the Connaught Laboratories, University of Toronto. Incidentally, he has recently taken over the treasurership of this branch . . . Max Stewart '41, '42 (112 St George Street) has this to tell: "The Western Canada Universities held a dance in April It was an excellent affair. We Albertans had a short reunion before the dance, which improved the evening considerably "

OTTAWA Ruth Jones (nee Balaam) '24 reports for this branch saying: "The nucleus of our Alumni is a group of some fifteen to twenty members who (come hell or high water!) attend our monthly meetings which are very informal but happy."

WINNIPEG. By all reports this branch is well on its way to success. Mrs D. McLeod (nee Peggy Spreull) '40 reports their newly formed slate as follows Pres : W. G Malaher '25—Ste 19, River Heights Apts. Vice-pres : Gerrie Cope '43—25 Royal Crescent Apts. Sec . Mrs D McLeod '40—178 Braemar Ave. Treas . A M Thompson '37—282 Winchester, St James Gerrie Cope is also "The New Trail" correspondent—we are anxious to hear from her

VICTORIA. Edna Patrick '39 (920 Heywood Ave) says: "Our meetings are interesting and we have newcomers at each gathering. No one enjoys them more than Miss Dodd who seems to know everyone Tonight (May 14) we are having an Alumni dinner." Hope the dinner was a success! . . Jean McDonald '37 reports their new slate as: Pres : Jean McDonald '37—1125 Rock St. Vice-Pres : Jack Syme—2346 Trent St ("Jack is not a graduate from here, but his wife is Ardyce Reynolds.") Sec.: Barbara Adams '36—2619 Cavendish St. Treas · Mrs G H Marr (nee Peggy Benson) '36—1120 Topaz Ave. The September meeting is to be held at Blair Paterson's '21 whose home is at Ten Mile Point, on the sea, and we shall have the meeting on Sunday afternoon, September 8, out of doors, weather permitting We shall be delighted to have any visiting University folk at any of our gatherings."

We greatly appreciate your continued efforts, Isabel Landels '30, '42 (528 8 St. S., Lethbridge), in keeping the graduates of your zone in touch with their Alma Mater. Your spirit helps to keep the old ties strong!

Too bad that there is no one to report from Two Hills or Drumheller—but we shall be looking forward to hearing from them. Now for a few words from our individual graduates . . .

1915 - 1930

Harold R Leaver '15, '16 seems to be kept busy by many hobbies for he says: "At present I'm busy splitting wood for my next winter's supply. I have a garden, with thirty rows of potatoes, each row containing thirty roots. Other crops run in proportion. I raise the finest squash in the Fraser Delta. Flowers also come in for occupational time. All these jobs do not bring us (Harold and Mary Leaver '34) within the income tax bracket." Harold writes from Sylvan Cove, R R. 1, Ladner, B.C. Sylvan Cove sounds like a beautiful spot to visit—but let us know when you finish cutting the winter's supply of fuel!

Connie McFarland '20, besides being a commercial artist, tells us that she is teaching at Vernon, B C. Her home address is Vulcan, Alberta.

A D. MacGillivray '21 snatched a few hours between trains to visit us. He was passing through Edmonton on his return from Yellowknife. He looks hale and hearty as ever. His home is at 4277 9 Ave., West, Vancouver . . . We are looking forward to the visit that Dr. C Leonard Huskins '23, '25 is planning this summer. He is a professor in Botany at the University of Wisconsin.

Jennie (nee Shaw) Walker '23 says: "My husband, Leslie '33, '39, is back from overseas and is with the curriculum branch of the Dept of Education. We live at 10927 80 Ave , Edmonton" . . . "I'm taking my B Ed in Industrial Arts at the Technical School now that I've received my release from the RCAF," reports Lynwood Walker '25 . . . Ethel Cobb '26, M.A.

(Wisconsin) '38 of Alexander High School, Medicine Hat, remarks: "It was really lovely having Lillian '18, '22 in Calgary for Christmas—the first Christmas that she has been with us for many years. We managed to get in a good visit, talking, playing bridge, and talking some more." Dr. Lillian Cobb is at State Teachers' College, De Kalb, Illinois . . . Monica Lynch-Staunton '27 tells us some interesting news of her brother, G. Denison Adam '34, who was practising law in Scotland: "When war broke out, he joined the Glasgow Light Infantry. Later he was sent to the Island of Antigua and the Island of St. Kitts in the Leeward group. His duty was to help raise an army of black natives. He found the work novel and intensely interesting. He was next assigned to British Honduras and had some work in the embassy in Spanish Honduras. There he learned to read and speak fluent Spanish. After his discharge he accepted a position with the Anglo-Saxon Petroleum Company of London in their legal department. Because of his knowledge of Spanish, his work is in South America He travelled to his new post by oil tanker. Denison's temporary address is c/o Anglo-Saxon Petroleum Company (Production Dept), Maracaibo, United States of Venezuela, S A." Some of our grads really get around! Monica lives at Antelope Ranch, Lundbreck, Alberta.

"After 3½ years in the RCAF(WD), I'm engaged in medical Social Work at the Vancouver General Hospital—a very busy spot!" says Marjorie Race '27 . . . "May I say again that my husband (Dr. H. C Newland, '21, '22, '28) and I were very pleased indeed with the timely, earnest, and scholarly articles which you were able to procure for the April issue," adds Elsie Newland (nee Faison) '29, '33 from 2125 Robinson St , Regina, Saskatchewan . . . We heard recently that Dr. and Mrs. (nee Rachel Horner '29) William A. Meadows '30, '32 along with their three fine children, David, Douglas, and Margaret, live at 3220 East 14th St., Lockport, Illinois. Surgery is only one of Bill's many interests and activities. They are much alive to all that is happening in the world, keenly interested in trends—in short, they are the best type of citizen . . . From 1136 A, Boyard Park Drive, Evansville 13, Indiana, Dr. Mary (nee Ross) Ellingson '30 says: "The arrival of 'The New Trail' this afternoon has reminded me of the many pleasant times I've had catching up on the news. We had a daughter Barbara Ann born almost a year ago. It is grand to see new Alumni branches being started—May they live and prosper!" . . . "I'm still with the Rohm and Haas Co. as an industrial mycologist, and after 9 years I've almost made up my mind to stay in this part of the country in spite of the terrible climate—oh, for that good old sub-zero weather and those hockey games!—also the nice tennis weather we used to get during the summer. I'm now a family man with a wife, a boy of five years and a girl of two years and a half. I expect to see an old friend from Alberta, Dr. W. Woolley '35 of the Rockefeller Institute next week. He is giving an address before the Philadelphia Bacteriology Society. I would be very pleased to see any Alberta grads. when they get down to this part of the country," reports Dr. Fred Davies '30, '32 of 800 3rd Ave., Bristol, Pa., U.S.A.

1931 - 1940

S. R. Beggs '31, '33 of 1099 East Orange Grove, Pasadena, California, has this to tell: "Soon after V-J Day we started from Ballston Lake, New York, for California in a house trailer. Had a nice holiday in Yellowstone Park on the way. We finally settled in Burlingame, a suburb of San Francisco. Am working in the Hydraulics Lab. at Cal. Tech doing optical design, with some consulting on the side. There must be quite a few Canadians in Pasadena as the other day I stood at the corner of Alberta and Canada Streets" . . . Dr. Alan McGill '31, who is practising at Victoria after eight years overseas, says: "During the war I was posted as a surgical specialist to West Africa and India. I served on the hospital ship, Karvea, bringing casualties from Burma to Madras and Bombay " He resides at 2610 Beach Drive . . . George Neely '31 of 118 Ellis Ave., Toronto 3, where he is Assistant Manager, De Havilland Aircraft of Canada, remarks that he is enjoying renewed membership with the Association after a few years of no contact . . . Air-Commodore Walter Orr '32, O B E , who is back from Egypt, says: "I am now on the HQ staff of the permanent Air Force in Ottawa " His address is 405 Athlone Ave. . . . Dr. James A. McCoubrey, '34 (Ph D., McGill, '40), Box 214, Shawinigan Falls, P.Q., writes: "We would like to obtain the names of the Alberta grads in this locality as Ross Kitchen '40, '42 and I feel it is about time some attempt was made

to pull them together for an evening. We know that in Shawinigan Falls there are W. Meuller '26, D Law '43, T. Lukaweski '43, D. C Purdy '35, and that there may be others in Three Rivers or Grand 'Mere." We hope very soon to send a list.

H R Fee '34 of 836 6th St , Arvida, P.Q , was a recent visitor here. During his chat with Geoff, he mentioned a number of grads who are working for the Aluminium Co. of Canada there, Tyndall and Mary (nee McLaughlin, '39) Madill '39, Shelby Donvito '41, Red McKernan '41, who is with the Saguenay Power at Isle Maligne, and Tommy Taylor '36 who is back from overseas We lost track of Tommy Taylor in '44, so we're glad to hear of his whereabouts again . . . "As I cannot go back to mining under the present circumstances, I am planning to spend the remaining part of the year in Banff, hoping to recuperate from an illness acquired while overseas," says James Reid '35 of 126 Grizzly St , Banff We are all pulling for you, Jim . . . Dorothy Graham '35 who is Secretary to Sir John Orr, Director General of Food and Agriculture for UNO, left for London, England, on a Pan-American Clipper the other day. Lucky girl! . . . Brig. W. S Ziegler (Applied Science '35-39) contributes: "I am now settled comfortably in Hanover, Germany, helping to run the Military Government for Hanover Region. The work is very interesting, and there is plenty to do. We are responsible for the administration of between six and seven million people. The responsibility includes all phases of civilian life, such as economics, finance, legal transport, etc. Our main job this winter is to prevent mass starvation and plague . . . I am now learning to speak German " . . . Here is a feather for our hats, for E. Cecil Roper '36 of Britannia Mining and Smelting Co., Britannia Bay, B.C., tells us: "On New Year's Eve I received a very pleasant surprise and distinct honor in the form of a letter from the General Secretary of the Engineering Institute of Canada advising me that the Council of his organization had awarded me the Leonard Medal for my paper entitled, 'The Raising of No. 7 Shaft at Britannia'." Dr. Pitcher of the Mining Engineering Dept. here tells me this award is very distinguished—we are all proud of Cecil . . . William G. Hay '36, '44 called to say: "Thanks for the Chipmunk Chatter that I received while overseas. I plan to return to Educational activities again this fall. My brother, Capt. A. J. S Hay '42, is stationed at the Colonel Belcher hospital in Calgary, but he, too, expects to be a civilian soon. I'll be living at Vermilion, but you can always send my 'Trail' to Stettler, my home address." . . . "I am now mine superintendent at the San Antonio Gold Mines at Bissett, Manitoba," says Wyatt Hegler '36. . . . Allan A Gibb '37, '42, called the other day, remarking. "I have resigned my position at the Edmonton Airport and am proceeding to Stanford University for my D Ed." His home address is 9837 93 Ave. There goes another graduate to California . . .

"Since the first of the year I have been associated with a newly organized company in the manufacture of plastics (cast phenol-formaldehyde). Our initial product on the market only recently was towel racks. Among other items on the agenda for early production are coffee tables, lamps, and a variety of smaller articles. The firm's name—Copon Chemical and Plastics Co , and the address is 661 Ellice Ave." These words are from Don Steele '37 of Winnipeg What, no plastic hats?—Betty Halton (nee Smith '38) tells me they are the clear McCoy for rainy weather. . . . "We keep bumping over the roads in our old car until such time as new ones are available We are rather busy with five preaching appointments and some piano teaching," report Rev. and Mrs. (nee Elizabeth Gerwin '37, '38) Ottomar Cypris '38, '41 of Alliance. . . .

We are very sorry to have to report that Mrs John Thom (nee Charlotte Ferguson) '38 passed away recently at Nelson, B.C. Before joining the WRNS, she was head of the Home Economics Dept. in the Junior and Senior High Schools at Nelson.

We (especially the office staff) were thrilled to see Betty (nee Smith) Halton '38 again. During a conversation she said, "I like Victoria, but I still prefer solid to liquid rain any day." Seth Halton '40 was attending a convention in Regina at the time Betty visited here. Well, Betty, now that you and Seth are settled in your home at 1244 Oxford Street, Victoria, see that you faithfully attend each Alumni meeting there. . . . "At present I am a patient under DVA medical care at St. Boniface Sanatorium, St. Vital, Manitoba," says Dr. J. Crosby Johnston '39. We hope your stay there will be short, Crosby!

1940 - 1946

Ed. Lewis '40, '41 makes us proud of our "New Trail," for he declares: "I know I speak for all overseas U of A graduates when I say it was one publication we always looked forward to—the articles were interesting and instructive and we knew it was a publication we could pass around and boast about." Ed. is back to Law and lives at 1729 2nd Ave., N.W., Calgary. . . . O. J. Walker Jr., '40, '42 says: "I have returned to academic life at McGill University where I am doing PG in physical chemistry." He lives at 2063 Stanley St., Montreal, where I believe a number of Alberta boys stay. . . . Contact with Ian Bain '41 was lost while he was serving in Ceylon with the RCA, but he showed up at the office just the other day—in person too. He is now living at Fort Langley, B.C. . . . By all appearances Mrs. Roscoe Pullen (nee Gwen Williams) '41 of New Orleans will not only be reading "New Trails" but also seeing new trails for she says: "Since I shall have no fixed address after June, please send my mail: c/o Mr. Owen Williams, 532 15 St. S. Lethbridge." We are anxious to learn the reason for all the travelling. . . . "While overseas I received several copies of the 'New Trail' through some strange channels, and it was a great pleasure, I assure you. I am with the Imperial Oil and live at 2305 Smith St., Regina, Saskatchewan," says Herbert S. Wilson '41. Thank you, Herb, but the pleasure of sending the "Trails" to the service boys was all ours, we assure you. . . . Corwin D. Pine '41 is back in our midst again He tells us that he was fortunate enough to be able to attend a nine-day course at the University of Paris where he enjoyed much free entertainment and some sight-seeing tours of Paris Corwin is now living at 934 15 Ave., W., Calgary. . . . We were glad to see Michael Feniak '41, '43 for a few minutes the other day, who told us: "I'm going to Port Radium with the Geological Survey for the summer, but I expect to return to the University of Minnesota in the fall. My new address there will be 2211 Doswell, Minneapolis, Minnesota. My brother Oliver '45 who was with the Socony Vacuum at Red River in the Arctic, is at present ill at home (Warspite, Alberta)." . . From the Montreal Military Hospital, Queen Mary Road, Capt. Allan D. McKenzie '42 sends this news: "I see a few Albertans here occasionally as Frank Foxlee '42, '44 who is completing his Ph. D. at McGill, Dave Bell '40, '43 who is still employed by the RCAMC at NDHQ (400 Elgin Bldg., Ottawa), and Bert Ayre '38, '43 who is now at the Royal Victoria Hospital (Apt. 3, 80 Hudson, Forest of Mount Royal, P.Q.) have all turned up." . . . Ernie Ross '42 says. "I am sorry that I am so long in advising you as to my whereabouts since my return from overseas but I think you will excuse me as after coming home I was in bad shape and didn't do much visiting other than to the Colonel Mewburn hospital, and then I left for Toronto in March. I am employed by the Universities Adult Education Board of Ontario. There is a terrific field for this work here and elsewhere, and having committed myself to it, I am now considering it as my life work and will help it grow so far as this area is concerned." Address him as, Assistant Director, c/o Tourist Bureau, Fort William, Ontario. Ernie is looking forward to seeing any Alberta grads who may go to Fort William and Port Arthur . . . From Tokyo, Japan, comes this news of Ron A Goodison '43, "I have been in Japan since last November attached to the U S.

STOP PRESS

Give Him a Hand!

The new Alumni Secretary is J. C. G. Brown '42, who cut short a course in Honors History to enlist. He is widely known and liked. Everybody seems to call him Gordon or Gordie.

There was a large number of applicants for the position of Alumni Secretary, but we think the choice of Gordon will be applauded. Give him a hand! Write in, and wish him luck.

He has a tough job ahead of him—Give him a hand! Help him get things organized. Help him build a real Alumni Association. —Ed.

War Dept. in the capacity of language officer. My work here has afforded me an excellent opportunity to travel around the country and to see the effects of the war on Japan and the Japanese people. I spent two months on the southern home island of Kyushi and have been in Kyoto and Tokyo during the remainder of my stay. Surprisingly enough, I met a Marine Officer in Kyushi who said he had attended the University of Alberta in 1923. Unfortunately I was unable to learn his name as our chat was very brief If all goes will, I hope to be promoted to the enviable status of civilian soon and am looking forward to visiting Edmonton this summer." We shall be happy to welcome you back to our throng. . . . Anna Wholey (nee Malanchuk) '43 of 825 University Ave., Palo Alto, California, was a recent traveller this way. Her husband, Bruce '42 M.A. (Stanford) '43, is with Hewlett Packard Co., Palo Alto. She mentioned seeing Clarence and Ruth (nee Baker '44) Carlson '45 who are also down there. Ruth is a statistician Secretary in the Dept of Food Research, and Clarence is working for a Master's at Stanford University. Their address is General Delivery, Stanford University. One of our graduates that really does travel around is Jean (nee Ball) Kosloff '43. She and her husband Ray have left Chicago to live in Jerusalem Jean will be right at home with the ruins in the old land after her studies in Anthropology at Chicago University. Her address is now Hassidoff Bldg , Prophet's Street, Jerusalem, Palestine. . . .

From Thorsby, F. William Lehmann '44 writes of a heavy teaching schedule—but he manages to keep other interests alive. Two other graduates located there are Thomas Kilduff '29, '32, District Agriculturist and president of the Curling Club, and Joseph Ruzicka '34, druggist, dispenser of baby bottles, birthday cards, bus tickets, B1 tablets, black and blue ink, but no banana-splits. "It isn't that we are not up-to-date in Thorsby—but there just have not been any bananas." Why not forget about banana-splits and sell nylons?—They're more flattering to the figure! . . . Donald J. Campbell '45 has been awarded the Pur-

in Edmonton . . .

it's

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due Scholarship which entitles him to study at Purdue University, Lafayette, Indiana, for three years. Good luck, Don, in your efforts towards that Ph.D.! . . . Even our 1946 grads manage to see the country soon after leaving here, for Charlotte Hauger '46 has accepted a position with the United Fruit Company in Almirante, Panama.

That is all for now, folks!—but I must add that we deeply appreciate the wonderful letters we receive from graduates, we are really overjoyed by them Our greatest aim is to make "The New Trail" worthy of its readers.

Best o' luck!

KATHLEEN.

LETTERS TO THE EDITOR

President Newton writes:

"Actually, I do not find the new type so easy to read as the old, though I recognize in it at least some of the virtues you ascribe to it in the previous issue. Perhaps it is just a matter of our eyes becoming accustomed to a particular style and requiring time to adjust to something new.

"There is one paragraph in this issue to which I take mild exception—that concerning Operation Habbakuk. That was one of many secret projects of the National Research Council, known only to President Mackenzie and the workers actually engaged on them. It was Dr. Mackenzie's duty and privilege to release the news, as he did, when he thought the time opportune. I heard of it for the first time through the press despatch in the Alberta papers to which you referred. No campus worker could have revealed the news to you without violating his oath of secrecy."

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